



Beauclerc and Chennestone Schools

Special Educational Needs Policy 2019 - 2020



Successful Learners, Confident Individuals, Responsible Citizens

Overview

Beauclerc and Chennestone offer a broad and balanced curriculum and have high expectations for every child. We foster an inclusive environment where everyone works together, everyone is learning, there is support and high expectations and everyone enjoys the experience, achieving success and recognition. We actively promote inclusion strategies and initiatives to enhance emotional well-being and learning. Learning activities and resources support equality of opportunity and offer a range of experiences and opportunities to be successful and reach full potential. Premises improvements have increased access and safety for disabled pupils.

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 links with other school policies and guidance including:

- Promoting Positive Behaviour Guidance
- Anti-Bullying Policy
- Equalities Policy
- Safeguarding and Child Protection Policy
- Attendance Policy
- Home Learning Policy
- How we support children at school
- Frequently asked SEND questions
- Supporting Pupils with Medical Conditions Policy
- Accessibility Policy

Aims

At Beauclerc and Chennestone Schools we make a commitment to inclusion and enabling potential.

The schools:

- set suitable learning challenges

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- respond to pupils' diverse needs
- overcome potential barriers to learning and assessment for individuals and groups of pupils

In order to identify and meet Special Educational Needs and to ensure the best outcomes are achieved for each child, the school works closely with parents and follows the guidelines set out in the SEND Code of Practice 2014. We want pupils to leave our school as confident individuals equipped with the resilience, learning behaviours and strategies that will enable them to achieve their best and meet the challenges of the next step in their learning. The achievement of all pupils is closely monitored and this information is used to plan inclusive and appropriate learning experiences.

Objectives

We strive to:

- Enable access to the curriculum for all pupils
- Identify and meet the needs of pupils who have special educational needs and disabilities
- Work in partnership with parents and carers
- Work in partnership with outside agencies when a multi-professional approach is needed to meet the needs of the pupil
- Work within the guidance provided in the SEND Code of Practice 2014
- Choose the most appropriate form of intervention to ensure successful learning outcomes

Identifying Special Educational Needs and Disability

The SEND Code of Practice 2014 definition of special educational needs is:-

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

The SEND Code of Practice describes four broad categories to support the identification of a pupil's areas of need and match this to the provision required.

1. Communication and Interaction (This could include pupils on the autistic spectrum)
2. Cognition and Learning (This could include pupils with specific learning difficulties)
3. Social, emotional and mental health difficulties (This could include pupils with attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder)
4. Sensory and/or physical needs (This could include pupils with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI))

We are aware that slower progress and lower attainment does not necessarily mean that a child has SEND. Many factors may have an impact on a pupil's ability to learn but do not necessarily constitute SEND. These include disability*, attendance at school, health, English as an additional language, being a looked after child, being in receipt of Disadvantaged Pupil Premium or being the child of service personnel.

Where a child's behaviour is a concern we will investigate the underlying causes of the child's actions to discover the reason for this. Behaviour is not a need but a likely response to a need.

**Many children who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. SEN Code of Practice 2014*

A Graduated Response to SEN support

At Beauclerc and Chennestone class teachers are responsible and accountable for the progress of their pupils. We provide three levels of support:

Wave 1

We believe that high quality teaching which is skilfully adapted or scaffolded to support individual needs is the best first approach for all pupils.

Wave 2

However there are times when despite high quality class teaching, some pupils do not make adequate progress towards the desired level of outcome for that pupil and may need additional support. These could be pupils who are underachieving and need to make accelerated progress but may or may not necessarily be pupils with special educational needs.

If the pupil is not making adequate progress with this additional support the class teacher will review the possible barriers preventing the pupil’s progress.

At this stage the pupil may be recorded on the SEND register under the category of SEN Support.

If a pupil has been identified as SEN support and recorded on the SEND register parents will be consulted and involved and an individual Provision Map will be completed and shared.

Wave 3

If a pupil is still not making expected progress in any area despite high quality class teaching and Wave 2 support, the class teacher and SENCO will review all of the information gathered on the pupil and discuss the next steps with the parents/carers.

The four stage process of: assess, plan, do, review described in the Code of Practice (see below) will be used to support the intervention programmes for each pupil. At this stage the pupil will already be recorded on the SEND register under the category of SEN Support.

Parents/carers will already be aware of the difficulties their child is experiencing through earlier involvement. All Wave 3 interventions are recorded on Individual Provision Maps.

The Assess, Plan, Do, Review Cycle

Assess

The class teacher and SENCO will use the assessment data held by the school plus the teacher’s own assessment information on the pupil to identify the pupil’s needs. Parents/carers will be asked to contribute to this information gathering and assessment process where necessary.

Plan

Class teachers with/without the SENCO will plan for specific interventions and strategies (which may be supported by staff from outside agencies) to best support the pupil. We will involve parents/carers and, where appropriate, the pupil in this process.

Do

The specific interventions are implemented for a set time period outlined in the individual Provision Map. Strategies where appropriate will be implemented across the school day.

Although the intervention may be delivered by a trained teaching assistant the class teacher is responsible for the progress the pupil makes. The adult conducting the intervention will keep records about the progress achieved and will contribute to the review of the intervention.

We will ask parents/carers to work with us to support their child's learning.

We may ask them to do specific activities at home and to keep in regular contact with us.

Review

At the end of the intervention period the pupil's progress will be assessed. Based on this, the class teacher and SENCO, in consultation with parents/carers, will plan the next step. Outside agency advice will be sought if the pupil continues to show a lack of progress.

Education, Health and Care Plans

When reviewing the support provided, the teacher/SENCO might identify that the pupil is not making the progress expected for their age or starting point. In this case, in consultation with parents it may be appropriate to consider whether an Education Health and Care needs assessment is required. Under the new system an EHCP is the replacement for a Statement.

Pupils with an Education Health and Care Plan will have an Annual Review of their statement/plan.

Supporting Pupils and Families

Please refer to our SEN Information Report and Provision Map in the Parents section on our website.

Other information can be accessed in the Schools Local Offer and the Surrey Local Offer.

These documents explain how parents can access a range of support for their children.

<http://www.beauclerc.surrey.sch.uk>

<http://www.chennestone.surrey.sch.uk>

www.surreylocaloffer.org.uk

We aim to work in partnership with parents to achieve the highest possible outcomes for all children. The pupil and their needs must be at the centre of all decision making. Parents will be invited to participate in the planning and implementation of strategies to support their child from the earliest possible time.

Where it is appropriate, the child may also be involved in discussions about their learning.

Supporting Pupils at School with Medical Conditions

We recognise that pupils at school with medical conditions should be properly supported so that they have appropriate access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010 as outlined in the schools Equality Policy.

Pupils may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014.)

Please refer to the school's policy for Supporting Pupils with Medical Conditions for information about the arrangements in place to support pupils at school with medical conditions.

Training and Funding

Staff are well trained in how best to support vulnerable learners in order to maximise their achievement.

This happens through

- clear guidance, expertise and support from the schools SEND team
- advice, recommendations and programmes from external agencies
- sharing good practice and expertise
- coaching and mentoring activities
- the use of external training courses relevant to the needs of current cohorts

Effective induction processes are in place and staff are encouraged to identify their own training needs in advance of receiving a child or group of children with SEN. Training needs are identified as part of the appraisal process.

Teaching Assistants receive weekly* on-site training session led by outside agencies or members of staff.

The school's SENCO/Inclusion Coordinators regularly attend SENCO network meetings in order to keep up to date with local and national updates in SEND.

The local authority provides funding for schools to meet the needs of all children with SEND. Currently funding is divided into 3 parts:

1. Universal services and mainstream funding - funding schools receive to fund a school place
2. Targeted support – allocated funding to meet the additional support needs of pupils
3. High needs funding or top up funding is provided by the Local Authority where extra resources are required by a pupil as set out in their EHC plan (or Statement of SEN).

Storing and Managing Information

Information about pupils is treated as confidential and is kept in lockable filing cabinets. Each class teacher has a file for storing information concerning their SEND pupils which is kept in a secure place. SEND information is passed to the SENCO of the pupil's next school in a confidential manner.

Responding to concerns

Our policy is to discuss any concerns at the earliest opportunity. We seek to provide the best opportunity for all children and any concern should be discussed with the appropriate staff member in the first instance. Further information can be found in the Responding to Parents' Concerns Document on the school website.

Roles and Responsibilities

Governors

The Governors support the school with strategic decision making and ensure a quality learning experience for all children. Link Governors for SEND visit the school to evaluate its policies and practice.

Special Educational Needs Leadership for Beauclerc and Chennestone Schools

The Inclusion Coordinator’s / SEND Co-ordinators in both the federated Schools of Beauclerc and Chennestone work together as an Inclusion Team to provide the leadership and management of SEND. The Headteacher and the Deputy Headteacher provide the SEND link to the School Leadership Team. The SEND Team work closely with the Safeguarding Team and the Care Team and are a key part of the overall Pastoral Team.

School	Staff Responsible
Chennestone	Tina Rush: Inclusion Lead and SENCO Lucy Wales Deputy Headteachr: SLT Link
Beauclerc	Thalia Warriss: Inclusion Coordinator Meg Leckie Deputy Headteacher: SLT Link

The Inclusion Coordinator’s / SENCO role includes:

- Overseeing the day-to-day operation of the school’s SEND policy
- Co-ordinating provision for children with SEND
- Advising on the graduated approach to providing SEN support
- Advising on the deployment of resources, including teaching assistants, to meet pupils’ needs effectively
- Liaising with parents of pupils with SEND
- Being a key point of contact with external agencies
- Liaising with schools at transition points to ensure continuity of provision for SEND pupils
- Ensuring that the school keeps the records of all pupils with SEND up to date

Class teachers

Class teachers are responsible and accountable for the progress of their pupils. They plan learning to ensure pupils of all abilities are challenged and they maintain high expectations for achievement. Class teachers work with the SENCO to implement strategies which support the learning of pupils with SEND.

Teaching Assistants

Teaching Assistants are deployed to support learning and enable pupil progress. Teaching Assistants work with pupils of all abilities and are trained to run specific interventions for SEND pupils.

Reviewing the Policy

This policy is reviewed annually by the Inclusion Team and agreed annually by Governors.
Next Review Date November 2020

Useful Links

Our school website can be found at
<http://www.chennestone.surrey.sch.uk>
<http://www.beauclerc.surrey.sch.uk>

The Surrey Local Offer
www.surreylocaloffer.org.uk

Surrey Send Information, Advice and Support Service – SSIASS *previously The Parent Partnership Service*
This is an impartial, confidential and free service for parents of children with special educational needs.
<http://www.sendadvicesurrey.org.uk>

Designation: Inclusion / SEND Coordinators

Name: Tina Rush and Thalia Warriss

Date: 29.10.19