


SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy supports the aims outlined in Sussex Learning Trust's [Teaching and Learning Statement](#)

Aims

At CFS we aim:

- to ensure the early identification of all pupils with special educational needs.
- to address identified special educational needs effectively using all the resources available to the school.
- To use our best endeavours to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 1. Communication and interaction,
 2. Cognition and learning,
 3. Social, mental and emotional health,
 4. Sensory/physical.
- to ensure that pupils with special educational needs have full access to a broad, balanced and creative education, in order that their experience of learning is equally enjoyable and exciting
- To request, monitor and respond to parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi -professional approach to meeting the needs of all vulnerable learners.

“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

Every school is required to use their best endeavours to make sure that a child with SEN gets the support they need, this means doing everything they can to meet children and young people's SEN."

(SEND Code of Practice 0-25 years)

Legislation and Guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 0-25 \(January 2015\)](#) 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
- [Equal Education Act 2010 \(advice for schools February 2013\)](#)

This policy also complies with our funding agreement and articles of association.

Definitions

At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:

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:-

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

The SEND Code of Practice sets out four areas of SEN:

1. Communicating and interacting – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
2. Cognition and learning – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties

with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

3. Social, emotional and mental health difficulties – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children’s learning, or that have an impact on their health and wellbeing.
4. Sensory and/or physical needs – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment. Some children and young people may have SEN that covers more than one of these areas.

or

(b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

• **Disability:** Many children and young people 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’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Roles and Responsibilities

The SENDCO

The school has two SENDCOs.

Mrs Alexa Angell, primary SENDCO (Year R-Year6). You can contact her via the school office on 01243 792690 or by email at aangell@chichesterfreeschool.org.uk

Mr Phil Fowler, secondary SENDCO (Year 7-Year11). You can contact him via the school office on 01243 792690 or by email at pfowler@chichesterfreeschool.org.uk

Mrs Cathryn Halton is the Senior Assistant Principal for all-through Inclusion. Her email address is: chalton@chichesterfreeschool.org.uk

They will:

- Work with the Principal 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 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

The SEND Governor

The SEND Governor is Mrs Anne Harris.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Principal, Senior Assistant Principal -all through Inclusion and the SENDCos to determine the strategic development of the SEND policy and provision in the school

The Principal

The Principal will:

- Work with the Senior Assistant Principal -all through Inclusion, SENCOs 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 SEN and/or a disability

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any learning support assistants 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

A Graduated Approach

How the school decides whether to make special educational provision

A process of on-going teacher assessments and pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. It may also begin when a class teacher, parent or other professional involved with a pupil expresses a concern about the child's educational progress or their social, emotional or mental wellbeing. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the appropriate SENDCO for their key stage. In deciding whether to make special educational provision, the teacher and SENDCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs. Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies. These agencies include:

- Speech and Language Therapy Service
- Learning and Behaviour Advisory Team (LBAT)
- Autism and Social and Communication Team (ASCT)
- Educational Psychology Service (EPS)
- School Nurse

Once a concern has been raised it is the class teacher's responsibility, often in consultation with the SENDCO, to monitor the pupil and ensure the continuation of quality first teaching whilst making all necessary adjustments and implementing interventions as required. Class teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from learning support assistants.

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is different from or additional to what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of assess, plan, do, review with the pupil at the centre of the process. Where a pupil and family would benefit from co-ordinated support from more than one agency an Early Help Assessment may be used to identify help required and to prevent needs escalating. Alongside these areas of needs we will also consider the needs of the whole child, not just special educational needs, when determining personalised provision and targets to support a pupil.

The four part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. ASCT, LBAT, Educational Psychologists (EP) and from health and social services.

Plan: Once the need for SEN support has been identified the first step is to ensure that high quality teaching, differentiated for individual pupils is in place. All staff who work with the pupil will be made aware of the child's needs and appropriate staff training made available as required. The SENDCOs will liaise with external agencies as required and ensure any guidance and strategies for support are followed.

Do: The class teacher is at the centre of the day to day responsibility for working with all pupils, including those with SEN, whether receiving SEN support or with an EHC plan (Education Health Care Plan), even when interventions and targeted provision are away from the classroom. The class teacher will work closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENDCO will provide support, guidance and advice for the teacher.

Review: Teachers are continually reviewing the progress of all pupils on a daily basis through lesson observation, marking and feedback opportunities as well as regular meetings with support staff. The final part of the review process is to determine the needs of the child for the next stage of the cycle.

This may require changing the provision and support. The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENDCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four- part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Monitoring arrangements

This policy and information report will be reviewed by Cathryn Halton, Senior Assistant Principal-all through Inclusion 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.

Links with other policies and documents

This policy links to the following documents

- SEN Information Report
- CFS Accessibility Plan
- Behaviour Management Policy
- Admissions Policy
- Learning and Teaching Guidance
- Supporting Pupils with Medical Conditions Policy