



# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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<b>Date Approved:</b>	<b>July 2024</b>
<b>Review Date:</b>	<b>July 2025</b>

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<b>Approved: Date:</b>	<b>04.07.2024</b>
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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](#)

## 1. Aims and objectives

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:
  - Communication and interaction,
  - Cognition and learning,
  - Social, mental and emotional health,
  - 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)

## 2. Vision and values

We aim to nurture, challenge and inspire in everything we do at CFS, in and outside our classroom including for our learners with SEND. Our practice is rooted in engaging and inspiring lessons for all, where academic rigour is achieved by building on pupils' prior learning. We encourage our pupils with SEND to show resilience in lessons, challenge them to achieve the best that they can and inspire them through creative approaches which fire a desire to learn.

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. 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 \(advice for schools February 2013\)](#)
- 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 [Academies Governance Guide](#) which sets out Governors' and Trustees' 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

This policy also complies with the Trust's funding agreement and articles of association.

## 4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEN if they have a learning difficulty or disability that requires 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 most 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.

### 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 5.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.  Pupils who are on the autism spectrum often have needs that fall in this category.

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and Responsibilities

### 6.1 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](mailto:aangell@chichesterfreeschool.org.uk)

Mr Phil Fowler, secondary SENDCO (Year 7-Year 11). You can contact him via the school office on 01243 792690 or by email at [pfowler@chichesterfreeschool.org.uk](mailto:pfowler@chichesterfreeschool.org.uk)

Mrs Cathryn Halton is the Vice Principal for all-through Inclusion. Her email address is: [chalton@chichesterfreeschool.org.uk](mailto:chalton@chichesterfreeschool.org.uk)

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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
- Be a point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure 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
- With the Executive Principal, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development

- With the Executive Principal, 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Executive Principal 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

## **6.2 The governing board**

The governing board is responsible for making sure the following duties are carried out, though 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
- Inform parents when the school is making special educational provision for their child
- 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
- Provide an annual report for parents on their child's progress
- 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 SEN 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

## **6.3 The SEND Governor**

The SEND Governor is Mrs Claire Woodward.

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 Executive Principal, Vice Principal -all through Inclusion and the SENDCos to determine the strategic development of the SEND policy and provision in the school

## 6.4 The Executive Principal

The Executive Principal will:

- Work with the Vice Principal – all-through inclusion, SENDCOs and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the Vice Principal – all-through inclusion, SENDCOs 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 SENDCOs have enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the Vice Principal – all-through inclusion, SENDCOs, 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 Vice Principal – all-through inclusion, SENDCOs, 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 Vice Principal – all-through inclusion, SENDCOs 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

## 6.5 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is adapted to meet pupil needs through a graduated approach
- 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 consider how they can be linked to classroom teaching
- Working with the SENDCOs to review each pupil’s progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents 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’ concerns and agree their aspirations for the pupil



## **6.6 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **6.7 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## **7. SEN information report**

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## **8. A Our approach to SEND support**

### **8.1 Identifying pupils with SEND and assessing their needs**

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

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.

## **8.2 Consulting and involving pupils and parents**

The school will put the pupil and their parents 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. 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 have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

### 8.3 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.

**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.

### 8.4 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 potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

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

## **8.5 Evaluating the effectiveness of SEN provision**

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

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

## **9. Expertise and training of staff**

Training will regularly be provided to teaching and support staff. The Executive Principal, Heads of school and the SENCOs 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.

## **10. Links with external professional agencies**

The school recognises that it won't 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
- Educational psychologists
- Occupational therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Learning and Behaviour Advisory Team (LBAT) or Autism and Social Communication Team (ASCT)
- Social services

## **11. Admission and accessibility arrangements**

CFS is a state funded, co-educational school for pupils aged between 4 and 16. We are subject to the National Admissions Code, however we do not have to have a catchment area. This ensures that CFS is fair and inclusive and available to anyone who wants to apply. Our admissions policy is written

to reflect the inclusiveness of our school and to ensure that there are no barriers to a child's success. The CFS admissions policy welcomes all pupils and therefore truly reflects the broad community we live within. CFS will admit any pupil with an Educational Health Care Plan (EHCP) where CFS is named on the EHCP.

### **11.1 Admission arrangements**

Please see our admissions policy.

### **11.2 Accessibility arrangements**

We are committed to providing a fully accessible environment which values and includes all students, staff, parents and visitors regardless of their educational, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Please see our accessibility plan.

## **12. Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the Class/ subject teacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents can request to meet the SENCO for the relevant phase of the school. If the complaint is still not resolved then parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Executive Principal, they will be handled in line with the school's complaints policy. If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

## **13. Monitoring and evaluation arrangements**

### **13.1 Evaluating the effectiveness of the policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

### **13.2 Monitoring the policy**

This policy will be reviewed by Cathryn Halton, Vice Principal - Inclusion every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### **14. Links with other policies and documents**

This policy links to the following documents

- SEN Information Report
- Admissions policy
- The Local Offer
- Accessibility plan
- Behaviour policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy