



Chestnut Lane School

Special Educational Needs and Disability (SEND) Policy and SEN (Information) Regulation Annual Report

September 2014

All mainstream schools and maintained nursery schools are required by law to produce a Special Educational Needs Report on an annual basis, [Special Educational Needs \(Information\) Regulations Clause 65](#)

All mainstream schools and maintained nursery schools are required by law to make their Special Educational Needs Report available on their website.

To avoid duplication of information our SEND policy is cross referenced to include the information required in the Special Educational Needs Report. Additional information can be found in the school's Local Offer which can be accessed via the Buckinghamshire Family Information Service website:

<http://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/organisation.page?record=s4zOTGSqovg>

Information for the Local Offer for Buckinghamshire is available at: www.bucksfamilyinfo.org/localoffer

The Bucks Local Offer provides information and advice on Special Education Needs & Disability provision, both inside and outside the Local Authority. If you wish to contact Buckinghamshire County Council about the Local Offer please call 0845 688 4944 or email familyinfo@buckscc.gov.uk

Definitions

We have agreed to the definition of special educational needs (SEN) stated in the Special Educational Needs and Disability Code of Practice: 0 – 25 years (DfE 2014),

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must **not** be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision is described as:

Educational provision that is additional to or different from high quality teaching that is differentiated and personalised. High quality teaching will meet the individual needs of the majority of children and young people.

We have also agreed to the definition of disability as set out in the Equality Act (2010),

A person has a disability for the purposes of this Act if he/she has a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to day activities.

Our key objectives for SEN

We endeavour to monitor all children who are not making adequate progress in the four broad areas specified in the SEND Code of Practice (DfE 2014), i.e. communication and interaction, cognition and learning, behaviour, social, emotional and mental health difficulties and sensory and/or physical needs.

We work closely with all parents to listen to their views so as to build on children's previous experiences, knowledge, understanding and skills so that they develop in all aspects of the curriculum. Parent/carer involvement and support is vital to the success of the education of the children and especially those with SEN. Parents are encouraged to discuss any issues and concerns with the class teacher and Special Educational Needs Co-ordinator (SENCo). The head teacher and SEN governor can also be contacted through the school office.

We believe that **all** practitioners are teachers of children with SEN and so all staff differentiate according to the needs of the children in their care.

Monitoring the progress of all children is an ongoing process which enables early identification of any children who may require additional or different provision to be made.

Children with SEN are fully integrated into the life of the school and the curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school. We believe in equal opportunities and work to meet the physical, emotional and intellectual needs of all our children. This policy should therefore be read alongside our policies for equal opportunities and accessibility.

Co-ordination of SEN Provision

SENCo Role

The Special Educational Needs Co-ordinator (SENCo) for our school is Miss Gemma Salter, who has completed a post graduate certificate in Advanced Educational Practice: SEN and has obtained the National Award for Special Educational Needs Coordination.

The SENCo is responsible for:

- overseeing the day-to-day operation of the school's SEN policy,
- co-ordinating provision for children with SEN,
- liaising with the relevant Designated Teacher where a looked after pupil has SEN,
- advising on the graduated approach to providing SEN support,
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively,
- liaising with parents of pupils with SEN,
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies,
- being a key point of contact with external agencies, especially the local authority and its support services,
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned,
- working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements,
- ensuring that the school keeps the records of all pupils with SEN up to date.

Class teacher Role

All members of staff are responsible for children with SEN. Class teachers are responsible for identifying the needs of the children within their own class and reporting these to the SENCo. They meet regularly with parents/carers to share concerns and discuss ways to support children. Class teachers set appropriate targets for the children in their care and manage the strategies and interventions used within their own classrooms. They work closely with support staff and aim to meet the needs of all the children within their class.

Governor Role

The governor with responsibility for SEN is Mrs Sharon Morgan.

The governing body should:

- Ensure that necessary provision is made for children who have SEN,
- Ensure that the needs of children with SEN are made known to all who are likely to teach them,
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN,

- Consult the local authority and the governing bodies of other schools, when necessary or desirable, in the interests of co-ordinated special educational provision in the area as a whole,
- Ensure that children with SEN join in with all pupils in the activities of the school, so far as is reasonably practical and compatible with their learning needs,
- Ensure the effective use of resources,
- Have regard to the SEND Code of Practice: 0 – 25 years (DfE 2014) when carrying out its duties to children with SEN,
- Ensure that parents are notified of the decision of any extra provision being made for their child.

Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources. SEN provision is an integral part of the School Development Plan.

Admission arrangements

We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEN play a full part in the daily life of the school and are encouraged to join in all activities. If additional provision is necessary the parents/carers are always informed. Places for children with or without a special educational need are allocated in line with the local authority's admissions policy. Pupils with Education, Health and Care plans, or statements, are admitted into school and fully integrated unless it would be unsuitable to the child's age, ability, aptitude or special educational needs, or incompatible with the efficient education of other children, and there are no reasonable steps that can be taken to prevent the incompatibility.

Special Facilities

Chestnut Lane School is fully accessible to wheelchair users and there is a well-equipped SEN teaching base. Access to a quiet work space, for small group or one-to-one work, is also available.

Access to a broad curriculum/ Inclusion

We strive to create a sense of community and belonging for all our children. We have an inclusive ethos with high expectations and suitable targets, a broad and balanced curriculum for all children, including the Early Years Foundation Stage (EYFS) statutory framework, National Curriculum and participation in extra curricular activities, clubs and school trips. We also have systems for early identification of barriers to learning and participation. Progress is continually monitored using a range of assessments including: observations, level descriptions and standardised tests. All information gained is used to support planning in order to aid progress. Class teachers differentiate their planning according to the needs identified.

Allocation of resources

The SENCo is a member of the Senior Leadership Team (SLT) who work together to ensure funding and resources are appropriately allocated for groups and for individuals. A proportion of the school's budget is allocated for resources, which may include identified materials for use to support children who need additional or different activities. The provision of additional support is made as appropriate from the delegated SEN budget.

The Identification Process at Chestnut Lane School

A variety of different sources of information are taken into consideration when identifying whether a child has a special educational need. The views of the child, and all involved with them (parents, school staff, outside agencies) are equally important.

At Chestnut Lane School we follow a clear procedure when identifying children with SEN.

Observations of the child (at home and/or at school), a child's own views, information from the previous setting and/or information from outside experts have raised concerns about the child's needs.



Initial concerns regarding a child's progress or specific difficulties are raised by the class teacher **or** parents/carers. These concerns are shared with class teacher, SENCo **and** parents/carers.



Assessments are carried out and clear targets set with parent and pupil involvement. Appropriate interventions are put into place, carried out for approx. 6-8 weeks and reviewed to establish whether any progress has been made. SENCo is consulted to discuss further action and progress is discussed with parents/carers.



If some progress is apparent interventions may be maintained, or alternative strategies tried.

If no progress has been shown advice and support from outside agencies may be requested by the SENCo to assess the child further.

Once special educational needs have been identified, SEN support is delivered following the graduated approach, as outlined below.

The Graduated Response

At Chestnut Lane School we follow the SEND Code of Practice: 0 – 25 years (DfE 2014) graduated response.

SEN support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach, summarised as the **ASSESS – PLAN – DO – REVIEW** cycle.

Assess – In identifying a child as needing *SEN Support* thorough assessments are carried out, with input from the child, parents, school and outside agencies (where appropriate). This will include the individual's development in comparison to their peers and national data. A clear analysis of the child's needs and barriers to learning will be built.

Plan - The teacher and the SENCo agree in consultation with the parent and the child the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

Do – The class teacher remains responsible for working with the child on a daily basis. The impact of planned interventions is closely monitored and links to classroom teaching are made. The SENCo supports the class teacher with further assessment of the child's strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review - The impact and quality of the support and interventions is evaluated, along with the views of the child and their parents, support is then revised in light of the child's progress and development. Parents are given clear information about the impact of the support through regular meeting with the class teacher and SENCo. Where a child has been given an Education, Health and Care plan (or previously a statutory assessment/statement) the local authority must review the plan, as a minimum every twelve months, through an Annual Review meeting. Parents, the child concerned, school staff and outside agencies involved with the child are invited to attend these reviews.

Nature of Provision

In school we deliver support for a wide variety of needs and have staff that are trained and experienced in providing a range of provisions. Some strategies are delivered within the classroom as part of daily quality first, inclusive teaching. Small group interventions are often effectively used to meet pupils' needs. These can be used to provide children with frequent opportunities to develop skills from daily lessons, or can provide a more specialist focus, such as:

- Rainbow Road: An occupational therapy intervention designed to improve fine and gross motor skills, co-ordination and balance.
- Nurture Groups: Opportunities to raise children's self-esteem, build confidence and provide a safe environment for children to discuss their feelings.
- Social Groups: A variety of different approaches can be used to develop children's emotional and social development, teach them conversation skills and improve turn-taking and sharing.

Should individual children have a specific difficulty, and therefore have a specialist programme devised for them, such as Speech and Language Therapy tasks, or an Occupational Therapy programme, these can be followed up as part of in-school provision.

Training

Our school has a commitment to providing professional development for all staff in areas related to SEN. Both class teachers and support staff participate in up-to-date training. We work closely with outside agencies to develop our knowledge in-school, and often obtain advice and support from experts. The governor with responsibility for SEN also attends regular training.

Working with outside agencies

In addition to providing staff training and giving support and advice, a variety of outside services are involved in working closely with the school to meet the needs of individual children. These include: Educational Psychologists, Specialist Teaching Service, Occupational Therapists, Speech and Language Therapists and CAMHS: Child and Adolescent Mental Health Services. Once in-school strategies and interventions have been implemented and reviewed, it is sometimes necessary for the school and parents/carers to make referrals to outside agencies. Before observing or assessing children in school the professionals would always obtain parental permission. Any involvement in school from outside experts is closely timetabled to ensure children still have access to a broad and balanced curriculum.

Transition between settings (Preschools & Junior Schools)

We have developed effective working relationships with our feeder junior schools and meet regularly with them to discuss the needs of the children who will be making the transition from Year 2 to Year 3. In the Summer term a specific meeting is arranged to discuss children with SEN. The SENCo/head teacher of the junior school is also invited to attend annual reviews of the children who will be making the transition. Up-to-date records and evidence is also provided to the junior schools.

As part of our practise for all children visits to preschools are made before the child starts at Chestnut Lane School. This is an opportunity for Early Years staff to meet with preschool staff to discuss children's needs or raise concerns.

Advice and Support

Advice and support concerning a variety of different areas of SEN can be obtained from the following outside services.

- Bucks SEND IAS Service (formerly Parent Partnership): 01296 383754
http://www.buckscc.gov.uk/parent_partnership
- Speech & Language Therapy – Oakridge Centre High Wycombe: 01494 426981
- Paediatric Occupational Therapy – Amersham Health Centre: 01494 722111
- CAMHS: Child and Adolescent Mental Health Services: 01494 535727

Procedure for concerns regarding provision for pupils with SEN

At Chestnut Lane School we endeavour to do our best for all children but if there are concerns we encourage those concerned to approach their child's class teacher **and** SENCo in the first instance. The head teacher and SEN governor can also be contacted.

Support, advice and information can be obtained from the Bucks SEND IAS Service (listed above).

Chestnut Lane School has a complaints procedure which can be found on the school's website.

Policy to be reviewed: September 2015