



# Chaucer School

A member of Tapton School Academy Trust

## Special Educational Needs & Disability Policy

Date approved by Governors: Nov 2024

Date to be reviewed: Nov 2027

## Introduction

Chaucer School's Special Educational Needs and Disability (SEND) Policy has been written with reference to the following guidance and documents:

- The Special Educational Needs and Disability Code of Practice 0-25 years 2014
- Equality Act 2010: Advice for schools DfE (Feb 2013)
- The Children and Families Act 2014, and associated regulations (Part 3)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- Special Educational Needs and Disability Regulations 2014 which sets out schools' responsibilities for Education, Health and Care (EHC) plans, SENDCOs and the SEND Information Report

You will find a copy of the SEN Information Report on our website.

## Rationale

The 2014 Special Educational Needs and Disability Code of Practice states;

*“Our vision for children with special educational needs and disabilities is the same as for all children and young people – that they achieve well in their early years, at school and in college, and lead happy and fulfilled lives”.*

We are committed to the academic and personal development of all students regardless of ability. We recognise the diverse and individual needs of all our students and at some point, in their school career, many students may experience difficulties which affect their learning. We aim to identify these barriers and provide appropriate support to enable every child to achieve their potential.

## Objectives

- All teachers are teachers of SEND and ensure all students have access to a broad and balanced curriculum, which is differentiated to meet individual needs and abilities.
- Early identification of need/s leads to early intervention through an ongoing programme that includes monitoring and evaluating current practice.
- To monitor the progress of SEND students and provide additional support where necessary
- To provide support, advice and SEND training to all staff
- To support students and their families
- To involve parents/carers and the students themselves in planning and decision making
- A recognition of the need for co-operation between the agencies that are/or may be involved with the child.
- Endorsement of the legal requirements as laid out by the Government and adhering to the procedures laid out in the Special Educational Needs and Disability Code of Practice 2014 (DFE).

## Definition of SEN/D

**The SEN Code of Practice (2014) pages 15-16 states that:**

A child or young person has SEND 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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Many children and young people who have SEND 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.*'

Slow progress and low attainment do not necessarily mean that a child has SEND and will not automatically lead to a pupil being recorded as having SEND. However, it may be an indicator of learning difficulties or disabilities. Equally, we recognise that it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability.

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. English as an additional language (EAL) is not a special educational need, however such students may require additional support.

Where a student is identified as having SEND, we aim to remove barriers to learning and put effective provision in place. The SEND support takes the form of a four-part cycle (*Assess, Plan, Do, Review*) through which earlier decisions are revisited, refined and revised with an increased understanding of the student's individual needs and of what supports the student to make good progress and secure good outcomes. This is known as the graduated response.

At Chaucer we recognise the importance of early identification and assessment for students with SEND and that assessment is a continuing process and not a single event. We firmly believe that early intervention improves the long-term outcomes for our students.

Special educational provision is that, which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the LEA, other than special schools, in the area.

### **Meeting Need – Graduated Approach**

There are four categories of needs we plan for at Chaucer School.

1. Communication and Interaction
2. Cognition and Learning
3. Social Emotional and Mental Health
4. Sensory and/or Physical Needs

This policy details how this school will do its best to ensure that the necessary provision is made for any student who has special educational needs and those needs are made known to those who are likely to teach them. The school will use its best endeavours to ensure that teachers in the school are able to identify and provide for those students who have special educational needs. The school will do its best to ensure that students with special educational needs participate in the activities of the school together with students who do not have special educational needs (so far

as it is reasonably practical and compatible with the child receiving the special educational provision, and the efficient education of the pupils with whom they are educated).

The school will have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all students with special educational needs and ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

### **Identifying and Assessing Need**

Any parent can raise a concern about their child directly with the SENDCo, this concern may be addressed by further investigation in school, referrals to specialist services or advice given to parents about next steps for them to take to progress their concerns.

Members of school staff can also refer a concern to the SENDCo who will note the concern and carry out further assessment of the area of difficulty in school. This will always involve parental discussion and may also involve specialist services and assessment from professionals such as Educational Psychologist.

Once the student's needs have been assessed and identified the level of need will be determined and therefore the type of provision needed will be explored.

### **Level of Need – Provision**

The level of need 1-5 and type of provision needed follows once the category of need has been identified, this will be decided by the SENDCo and discussed with parents at every stage.

### **Level 1 Quality First Teaching**

Area of need and Teaching Strategies are shared with all staff through the SEND register teachers make the necessary adjustments and adaptations to their teaching strategies to fully include students in all lesson.

Parents will be notified when it is decided to provide a student with SEND Support. This will be where pupils have identified needs at Level 2 (in some cases), 3, 4 or 5 on the SSGe. The class teacher and SENDCO will agree in consultation with parents, and where appropriate the student, the adjustments, possible interventions and support to be put in place. The expected impact on progress, development or behaviour will be made clear and a date set for review. Outcomes will be discussed and agreed upon together with parents. The views of the child will always be taken into consideration.

### **Level 2 One Page Engagement plan / Learner profile / Short term intervention**

If a student is not making the expected progress through accessing Quality First Teaching, then a more detailed one-page profile like an engagement plan or individual learner profile may be produced with bespoke differentiation needed. There may be an identified need for short term school intervention teaching in small group setting. Progress will be reviewed termly there will be opportunity to meet to discuss SEND progress at parents' evenings and additional meetings or telephone contact where necessary.

### **Level 3 - Outside Agency involvement / Personalised Outcomes via Support Plan / Extended Support Plan**

Sometimes it is necessary to involve external specialist services to provide advice and support. This will help to gather information and co-ordinate support to determine a more personalised provision. This means there will also be a termly support plan in place that will form the basis of the

termly plan, do review process and allow personalised outcomes set and progress reviewed with the student and family on a termly basis.

For a small number of pupils whose needs are identified to be at a more complex and significant level, a document called an Extended Support Plan will be drawn up. This is a collaborative, working document which collates information about the child. It sets out the parent's and child's views, the child's strengths and difficulties, their background, other agencies involved, agreed outcomes, how those outcomes will be achieved, details of progress and any relevant reports and review notes. It is a useful document if school is considering making an application to the Local Authority for an Education Health Care assessment.

### **Level 4/5 Statutory Assessment - EHC Plan**

For students with complex needs it is sometimes necessary to carry out statutory assessment when all other stages of support have been delivered without success, and the student needs a curriculum that is additional and different the curriculum being taught. The SENDCo or parent can request a statutory assessment, if the Local Authority are provided with suitable evidence that the student meets their criteria they will carry out the assessment which may result in the student being issued with an Education Health Care Plan.

This is a statutory document which outlines the child's needs and provision to meet their need. The school will need to ensure they are meeting the needs through the provision outlined in the document and are working with the child to support them to achieve the personalised outcomes. These will be reviewed on a termly basis with the student and parents. All EHC Plans must be reviewed at least annually with the parents, the student, the LA, the school and professionals involved to consider whether any amendments need to be made to the description of the child's needs or to the special educational provision specified in the EHC Plan. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved. The annual review is held within 12 months of the date of the when the EHC Plan was issued, and then within 12 months of any previous review. There is the following exception if the review date falls within a school holiday – then the review will be held as near as possible to that date within term time. The school informs the parents of the date. The school invites all relevant parties, including the parents, to attend. The focus of the annual review is to determine:

- Whether the EHC Plan is still appropriate
- Are the child's needs being met adequately?
- Have the circumstances changed?
- Is alternative/additional provision required?
- Are further assessments necessary?

The annual review reports are delivered and comments invited and minuted. An agreement is sought as to whether the focus of the annual review has been achieved. Any agreed alterations or requested actions are noted and sent as a memorandum to the LA. Objectives for the year are agreed and drawn up. Copies of the reports with any relevant comments added are sent to all relevant parties.

### **Criteria for exiting SEND Register**

Where a student makes sufficient progress based on the assess, plan, do and review cycle it may be agreed that a student needs no further support and at this point would be taken off the SEND register. Further support can be introduced at any point should progress reviews indicate this is needed.

## **Student Centred Approach**

Students with SEND often have a unique knowledge of their own requirements as well as views about what sort of help they would like in order for them to make progress. At Chaucer we encourage students to participate in all the decision - making processes and contribute to the assessment of their needs, their reviews and at transition points.

## **Roles and Responsibilities**

The school's SENDCO, Mrs Ashlea Jackson, is a qualified teacher who has worked at the school for several years. The school also has a deputy SENDCO, Mrs Lisa Walker. The needs of students with learning difficulties are a shared responsibility of all staff in school. The subject teachers have the day-to-day responsibility for the education of those pupils. The SENDCO has an important role to play with the Headteacher and Governing Body in determining the strategic development of SEND policy and provision in Chaucer School.

## **The SENDCO**

Specific responsibilities of the SENDCO are –

- The strategic development of the SEND policy and provision in school.
- Over-seeing the day to day operation of this policy
- Advising on a graduated approach to providing SEND support (Assess, Plan, Do Review)
- Liaising with and advising staff - providing professional guidance to them and advising on resources, outcomes, strategies and approaches.
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND.
- Managing and supporting the SEND Team.
- Keeping staff fully informed of the special educational needs of any students via the SEND Register, student profiles and case conferences.
- Providing regular training and learning opportunities for staff in all curriculum areas on SEND and SEND teaching strategies.
- Ensuring that in-class provision and support are deployed effectively.
- Ensuring that individual or small group intervention is provided where appropriate
- Helping staff to set appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels
- Working in partnership with parents/carers of students with SEND.
- Overseeing the records of all pupils with SEND and ensuring they are kept up to date.
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Advising and supporting the identification of pupils with potential SEND (this may include administering and analysing assessments).
- Monitoring the progress of pupils with SEND.
- Liaising with and working collaboratively with a range of external agencies and professionals, such as educational psychologists, health and social care professionals, etc.
- Developing a good working relationship with feeder Primary schools before transfer to Chaucer School to ensure continuity of appropriate support.
- Working effectively with the Locality model; half termly meetings with our Family Of Schools SENDCOs, attending Locality training as provided, keeping up to date with the Locality ways of working.

The management of the provision will be overseen by:

- A termly item on the Governing Body Agenda.
- Training on special needs.
- The annual review procedures.
- Reviews with teachers and other key members of staff (Heads of Year, Form Tutors, Safeguarding Team, SLT, support staff).
- Reviews with parents.
- Contact meetings and other liaison between SENDCO and outside agencies.

## **Teachers**

All teachers are teachers of students with SEND and as such have responsibility to ensure that all students have appropriate access to their learning. This includes;

- Ensuring they are aware of the students with SEND, their specific needs and appropriate strategies and adjustments they can use (as detailed in a SEND Support Plan, Extended Support Plan or EHCP).
- Being responsible for planning and evaluating lessons to provide personalised learning.
- Monitoring and tracking progress.
- Working with the SENDCO to deliver learning opportunities that are accessible but remain challenging.
- Use student profiles/engagement plans to inform planning, scaffolding and appropriate provision and support.
- Ensuring they are aware of students with Access Arrangements.
- Attending case conferences.
- Ensuring that the SEND Policy is followed in conjunction with other school policies.

## **The Governing Body**

The Governing Body has specific responsibility to;

- Ensure that, as far as possible, the aims of this policy are met, and the practice and provision is implemented.
- Ensure that statutory responsibilities are fulfilled in relation to the role of the SENDCO.
- Ensure that the necessary provision is made for any student who has SEND.
- Ensure that teachers are aware of the importance of identifying and providing for those students who have SEND.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- Report to parents annually on the implementation of the SEND Policy.

## **The Head of School**

The Head of School has specific responsibilities to;

- Monitor the quality and effectiveness of SEND and disability provision within school.
- Work with the SENDCO to ensure that she is able to fulfil her responsibilities.
- Allocate sufficient funding for the SEN/D budget.

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.

## Key staff

Key staff and Outside agencies		
Head Teacher	Mrs Joanna Crewe	0114 232 2338
Deputy Head Teacher (Inclusion)	Mr Jon Dimler	0114 232 2338
SENDCO	Mrs Ashlea Jackson	0114 232 2338
Deputy SENDCO	Mrs Lisa Walker	0114 232 2338
SEND Governor (Chair of Governors)	Ms Laura Bawden	0114 232 2338
Educational Psychologist (Step Forward Psychology)	Dr Nuala McNair / Dr Anna Critchley	0114 232 2338
Speech and Language Therapist		0114 271 7617
Autism Team	Mrs Beverley Hughes	0114 271 7000
ADHD Nurses Team		0114 271 7000
Visual Impairment Service		0114 294 1201
Hearing impairment service		0114 271 7450
Physiotherapy and Occupational therapist		0114 271 7227
SENDSARS	Miss Ruth Searle	0114 273 6394
SENDIAS	Miss Tracey Gillian	0114 273 6009

The SEN team holds a more comprehensive list of useful contacts.

## Admission Arrangements for Students with Special Educational Needs

Our governing body acts in accordance with the admission arrangements determined and published by our local authority. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Chaucer School continually strives to be a fully inclusive environment.

## Training

All staff are provided with both general and specific training on meeting the needs of SEND students in school and we aim to keep all school staff up to date with new developments. Where necessary, specialist training is provided to support the needs of particular students. This training is usually provided in school by specialist services.

The SENDCO attends relevant SEND courses and all teaching assistants engage in ongoing continued professional development opportunities.

## Monitoring and Evaluation

Key indicators of the efficacy of this policy include:

- Monitoring of classroom practice by SENDCO, Senior Leadership Team and subject leaders
- Level of progress made by SEND students
- Measured success in achieving SMART targets on PDR Plans
- Increased reading/spelling ages



- The extent to which students with SEND are fully included in all aspects of the curriculum
- The extent to which students with SEND enjoy and achieve.
- Monitoring of policy and practice by SEND governor.
- External evaluation by LA and Ofsted.
- Parental partnership, especially attendance at reviews

## **Complaints Procedures**

It is the aim of the school to provide a professional and thoughtful service within the scope of the resources available. Occasionally parents have concerns about situations that may arise. In many cases this is due to misunderstandings which have arisen and can be quickly rectified. Any parent who has cause for concern should firstly discuss this with the staff member involved, and/or the Headteacher. The designated Governor can also discuss any problems which may arise. Should the above not bring about satisfaction then details of the Education Authority's formal complaints procedure can be obtained from the Governor Section on the trust website or from the Headteacher's PA. It is our aim that concerns may be resolved quickly and to everyone's satisfaction without the need for formal complaint.