



# Chaucer School

A member of Tapton School Academy Trust

## Special Educational Needs & Disability Policy

Date approved by Governors: Nov 2021

Date to be reviewed: Nov 2024

## 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
- 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

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.
- Early identification of need/s leads to early intervention
- 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

## Definition of SEN/D

**The SEN Code of Practice (2014) p4 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 them.

A child or a young person has a learning difficulty or disability if he or she:

- a) has a significantly greater difficulty in learning than the majority of others of the same age;  
or
- b) has 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 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.*'

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.

## **Meeting Need – Graduated Approach**

### **Categories of Need**

Communication and Interaction

Cognition and Learning

Social Emotional and Mental Health

Sensory Impairment and/or Physical Disability

### **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.

### **Level 2 One Page 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 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 / My 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.

A My Plan document may be needed if school is considering a request to assess by the Local Authority.

### **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 to 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. The plan will be reviewed each year with the student and parents to ensure it remains up to date and that it needs to be maintained.

### **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 SENDCO**

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
- 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
- Liaising with external agencies

## **Teachers**

Should be aware of SEND register and SEND policy

- Responsible for planning and evaluating lessons in order to provide personalised learning
- Monitoring and tracking progress
- Working with the SENDCO to deliver learning opportunities that are accessible but still remain challenging
- Use student profiles/passports to inform planning, scaffolding and appropriate provision and support
- Attending case conferences
- Implement this policy.

## **The Governing Body**

Responsible for ensuring that, as far as possible, the aims of this policy are met and the practice and provision is implemented

- Ensuring that statutory responsibilities are fulfilled in relation to the role of the SENDCO

## **The Head of School**

- Monitoring the quality and effectiveness of SEND and disability provision within school
- Working with the SENDCO to ensure that s/he is able to fulfil his/her responsibilities
- Allocating 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**

Executive SENDCO- Alyson Tolley

Assistant SENDCO

Assistant SENDCO

SEND governor- John Clephan

## **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**

In the event that parents/carers have any complaints or queries, they should refer to Chaucer's complaints policy.