**Special educational needs and disabilities policy**

Chestnuts Primary School



| **Written by:** | Mavis Scott | **Date:** October 2022 |
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# 1. Aims

Our SEND policy and Information Report aim to:

* Set out how our school will support and make provision for pupils with special educational needs (SEN)
* Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

Chestnuts is a safe, caring and inclusive primary school that creates a learning environment and community that articulates our mission and core values. Our children are creative and passionate about their learning. Their resilience, compassion and tolerance are showcased in how respectful they are towards others. They leave our school with the competencies needed to thrive in their further education and the world.

At Chestnuts we endeavour to provide the best education for all children while working in partnership with all stakeholders. We continue to practise excellence in all areas of the school life to enable all children to be successful and achieve their full potential in a happy and inclusive environment.

Children with SEND are identified through the Code of Practice guidance, progress data, pupil progress meetings, professional judgement and processes within the school. Once their needs are identified the school works closely with the class teacher and parents to offer the best support. This can be through intensive additional intervention, adjustments and scaffolding and/or the use of additional and external assessment/diagnosis.

# 2. Legislation and guidance

This policy is based on the statutory [Special Educational Needs and Disability (SEND) Code of Practice](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf) and the following legislation:

* [Part 3 of the Children and Families Act 2014](http://www.legislation.gov.uk/ukpga/2014/6/part/3), which sets out schools’ responsibilities for pupils with SEND
* [The Special Educational Needs and Disability Regulations 2014](http://www.legislation.gov.uk/uksi/2014/1530/contents/made), which set out local authorities’ and schools’ responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
* The [Equality Act 2010](https://www.legislation.gov.uk/ukpga/2010/15/contents) (section 20), which sets out the school’s duties to make reasonable adjustments for pupils with disabilities
* The [Public Sector Equality Duty](https://www.legislation.gov.uk/ukpga/2010/15/part/11/chapter/1) (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 [Governance Handbook](https://www.gov.uk/government/publications/governance-handbook), which sets out governors’ responsibilities for pupils with SEND
* The [School Admissions Code](https://www.gov.uk/government/publications/school-admissions-code--2), 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

# 3. Definitions

**3.1 Special educational needs**

A pupil has SEND if they have a learning difficulty or disability that calls for 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 the majority of the 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.

**3.2. 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.

**3.3. The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 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. |
| Cognition and learning | Pupils with learning difficulties usually learn at a slower pace than their peers.  A wide range of needs are grouped in this area, including:   * Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia * Moderate learning difficulties * Severe learning difficulties * 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 |
| Social, emotional and mental health | These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:   * Mental health difficulties such as anxiety, depression or an eating disorder * Attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder * Suffered adverse childhood experiences   These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated. |
| Sensory and/or physical | Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.  Pupils may have:   * A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment * physical impairment   These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers. |

# 4. Roles and responsibilities

**4.1 The SENCO**

The SENCO is Jeanne Milstein

They will:

* Work with the headteacher 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 coordination 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 (LA) and its support services
* With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school’s plan for continuous professional development
* 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
* Prepare and review information for inclusion in the school’s SEN information report and any updates to this policy
* With the headteacher 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

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

**4.2 The SEND governor**

The SEND governor will:

* Help to raise awareness of SEND issues at governing board meetings
* Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
* Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

**4.3 The headteacher**

The headteacher will:

* Work with the SENCO 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 SEND and/or a disability
* Work with the SENCO 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 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 SENCO has 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 SENCO, 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 SENCO, 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 SENCO 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

**4.4 Class teachers**

Each class teacher is responsible for:

* The progress and development of every pupil in their class
* Working closely with any teaching assistants or specialist staff 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

**4.5 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 chil
* Asked to provide information about the impact of SEN support outside school and any changes in the pupil’s need
* 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.

**4.6 Pupils**

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.

# 5. SEND 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.

# 6. Our approach to SEND support

**6.1 Identifying pupils with SEND and assessing their needs**

We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

* Is significantly slower than that of their peers starting from the same baseline
* Fails to match or better the child’s previous rate of progress
* Fails to close the attainment gap between the child and their peers
* Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil’s area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil’s parents or carers, consider consulting an external specialist.

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

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

**6.2 Consulting and involving pupils and parents**

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

* Everyone develops a good understanding of the pupil’s areas of strength and difficulty
* We take into account the parents’ concerns
* Everyone understands the agreed outcomes sought for the child
* Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil’s record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

**6.3 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

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.

1. **Assess**

The pupil’s class teacher and the SENCO will carry out a clear analysis of the pupil’s needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil’s need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

1. **Plan**

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil’s needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [name of MIS], and will be made accessible to staff in a [pupil passport / individual education plan / school-based support plan].

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

1. **Do**

The pupil’s class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil’s particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

1. **Review**

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

* The views of the parents and pupils
* The level of progress the pupil has made towards their outcomes
* The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil’s progress and development, and in consultation with the pupil and their parents.

**6.4 Levels of support**

Pupils receiving SEN provision will be placed on the school’s SEN 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.

**6.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. A detailed and timely transition programme is agreed with both schools to ensure that the transition is conducive to the child and their needs. At the end of KS2 an in house transition programme is delivered every other half term to children with SEN in preparation for secondary school. This is delivered by a trained Learning Support Assistant.

**6.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEND. This will be adapted to meet the needs of individual pupils.

We will also provide the following interventions:

* A variety of therapies such as Music Therapy, Play Therapy, Speech and language therapy (SALT) or Occupational Therapy (OT)
* Health and Wellbeing: School Counseling, Trailblazers, Pastoral support, CAMHS, extra-curricular activities, swimming group
* Social skills – Nurture groups, social skills group, cooking

**6.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils’ needs are met:

* Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
* Adapting our resources and staffing
* Using recommended supportive aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
* Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
* Using the Zones of Regulation to develop children’s emotional understanding and allowing children to have regular movement breaks throughout the day to enable emotional regulation.
* The Accessibility Plan provides more detail on how adaptations are made.

**6.8 Additional support for learning**

We have 12 Learning Support assistants and 4 part-time HLTAs who are trained to deliver interventions such as Leading a Nurture Group, OT provisions for Schools, Emotional Literacy Support, Attention Autism, Shape Coding, Transition workshops

Learning Support Assistants will support pupils on a 1:1 basis when this is a requirement based on EHCP provision or if a child will be in danger if left unsupervised.

Learning Support Assistants will support pupils in small groups when this is a requirement based on EHCP provision and where the efficient use of staff to the ratio of children is effective and concise to close gaps in the children’s learning.

We work with the following agencies to provide support for pupils with SEN:

* CAMHS including Trailblazers, Haringey ASC team, NHS services – SALT, OT, Physiotherapist, School Nurse, EP services, School Counsellor, Play Therapist

**6.9 Securing equipment and facilities**

Our Accessibility report shows in more detail how Chestnuts provides and supports children who need specialist equipment and facilities for them to access their learning. The school works closely in partnership with both parents and agencies involved in providing the resources needed for the child to be successful.

**6.10 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

Planned trips are risk assessed and provisions or alternative arrangements are made so that children with SEND can be engaged in the planned activities. The venues catering for the children are also informed beforehand so that the necessary arrangements can be made to include children with SEND

All pupils in Year 6 are encouraged to go on our residential trip to Pendarren.

All pupils are encouraged to take part in sports day/school plays/special workshops, assemblies

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website. Our Admissions Policy provides information on the criteria for how children with a disability are admitted.

* Arrangements for the admission of disabled pupils, i.e.
  + All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
  + Any of your oversubscription criteria that prioritise pupils with disabilities
  + An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability
* Our School’s Equalities and Accessibility Policies outline clearly the expectation for all children including those with SEND. The Accessibility Plan provides information on how the schools supports and provides facilities for children with disabilities to access the school. This information can be found on the school’s website.

**6. 11 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

* Pupils with SEND are encouraged to be part of the school council
* Pupils with SEND are also encouraged to be part of knitting and library clubs to promote teamwork/building friendships

We have a zero tolerance approach to bullying.

# 7. Working with other agencies

Action relating to SEND support will follow the graduated approach.

Progress towards the outcomes set for the child will be tracked and reviewed termly with the parents and the pupil. If progress rates are judged to be inadequate despite the delivery of high quality interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will only be undertaken after parent permission has been obtained and may include referral to:

1. Local Authority Support Services, such as Haringey’s Language and Autism and Support Team (LAST) or the Educational Psychology (EP) team

2. Specialists in other schools e.g. teaching schools, special schools.

3. Social Services

4. Health partners such as School Nurse and Child & Adolescent Mental Health Service (CAMHS)

Once a referral is accepted then the school, parents and agencies will work in partnership to ensure that the support, resources and strategies are implemented in order for the child to make the necessary progress.

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school’s own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care (EHC) plan being provided.

# 8. Expertise and training of staff

Staff have received a range of training at three levels; awareness, enhanced and specialist.

Our SENCO has 6 years of experience in this role and has worked as a Teacher and Middle Leader for 16 years.

They are allocated 3.5 days a week to manage SEND provision.

We have a team of 12 Learning Support Assistants (LSA’s), 5 Early Years Practitioners, 4 part-time higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. In the last academic year, staff have been trained in Zones of Regulation, Shape coding, Neurodiversity, Makaton Level 1 & 2, and different areas of Occupational Therapy (OT).

We use specialist staff for Speech and Language Therapy, ELSA, Emotional Regulation, OT.

# 9. Evaluating the effectiveness of SEND provision

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

* Reviewing pupils’ individual progress towards their goals each term
* Reviewing the impact of interventions after 6-8 weeks
* Using pupil questionnaires
* Monitoring by the SENCO
* Using provision maps to measure progress
* Holding annual reviews for pupils with EHC plans
* Using the school’s tracking and progress tools to identify progress and gaps in learning.

# 10. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher/SENCO/head teacher in the first instance. They will then be referred to the school’s complaints policy.

For complaints, please contact the School Governor with responsibility for SEND. Her name is **Maureen Duncan** She can be contacted via email at [Maureen.duncan@thebrook.haringey.sch.uk](mailto:Maureen.duncan@thebrook.haringey.sch.uk)

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

* Exclusions
* Provision of education and associated services
* Making reasonable adjustments, including the provision of auxiliary aids and services

**10.1 Contact details for raising concerns**

Mrs Katie Horwood – Head teacher at [*head@chestnutsprimary.com*](mailto:head@chestnutsprimary.com)

Ms Emily Potter – Deputy Head at [*deputy@chestnutsprimary.com*](mailto:deputy@chestnutsprimary.com)

Ms Jeanne Milstein – SENCO at [*senco@chestnutsprimary.com*](mailto:senco@chestnutsprimary.com)

# 11. Support services for parents of pupils of SEND

Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iassnetwork.org.uk/>

Markfields - <https://markfield.org.uk/>

Sendiass - <https://markfield.org.uk/sendiass-2/>

**11.1 The local authority local offer**

Our local authority’s local offer is published here: <https://www.haringey.gov.uk/children-and-families/local-offer/about-local-offer>

# 12. Monitoring arrangements

This policy and information report will be reviewed by SENCO – Jeanne Milstein **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.

# 13. Links with other policies and documents

This policy links to the following documents

* SEND Information report
* Accessibility Plan
* Behaviour policy
* Equality information and objectives
* Supporting pupils with medical conditions policy
* Admissions Policy
* Safeguarding/child protection
* Attendance