



CHILTON FOLIAT PRIMARY SCHOOL



### Our School Christian Vision

With thankfulness, courage and love, we strive to improve heart and mind.

At Chilton Foliat Primary School we honour our educational heritage, supported by a strong Christian ethos. We strive to provide a diverse education that inspires children to develop a **thirst for knowledge**. This is delivered in a safe, thoughtful and nurturing environment promoting self-discipline, motivation and excellence in all that we do.

We encourage strong partnerships and inclusive relationships amongst pupils, parents, carers, staff and the wider community.

## Special Educational Needs and Disability Policy

<b>Date Reviewed</b>	June 2023
<b>Review Period</b>	<b>Annually</b> /2 Yearly/Readopted/Other
<b>Review Body</b>	Special Educational Needs Coordinator (SENCO) Maggie Ingham Katie Turner (Headteacher) The Special Educational Needs Governor (SEND Governor) Fiona Cameron

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### Definition of Special Educational Needs

*'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.'* Page 15 Special Education Needs & Disability Code of Practice 0 to 25 years 2014.

### Criteria identification for SEND Register

Assessment of outcomes proves that a pupil finds it more difficult to learn than most children their age. These outcomes are identified as part of the school's monitoring and evaluation process.

### Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice, 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (Revised 1.4. 2015)
- School's SEN Information Report Regulations (2014, last updated 31.8. 2021).

### Definitions of Special Educational Needs and Disability (SEND) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have 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 school or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision were not made for them. 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.

### Aim

Chilton Foliat Primary School aims to embrace the needs of all pupils and has a whole school approach to special educational needs and disabilities (SEND). *As part of our Christian ethos we seek to ensure that there are no barriers to opportunity: 'Jesus said, "Let the children come to me and do not hinder them, for the kingdom of God belongs to such as these"'. We provide effective opportunities for all pupils by responding to people's diverse learning needs, setting suitable learning challenges and overcoming barriers to learning. Every teacher is a teacher of every child including those with SEND.*

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### **Objectives**

1. To identify and monitor children's needs as soon as possible.
2. To work within the guidance provided in the SEND code of practice, 2014.
3. To plan an effective and inclusive whole school curriculum to meet the needs of children with special educational needs.
4. To work in close partnership with parents/carers of children who have special educational needs.
5. To involve children in the identification and review of the targets identified in their Individual Support Plans.
6. To ensure that the targets set on Individual Support Plans are SMART (specific, measurable, achievable, realistic and time-related).
7. To review SMART targets on a termly basis and report small steps progress to all stakeholders.
8. Aspire to raise the progress and attainment of children with SEND to such an extent as to be able to remove from the SEND register. (No glass ceiling).
9. To raise the self-esteem of children having special educational needs by acknowledging the progress and achievements they have made.
- a) To ensure that all who are involved with children are aware of the procedures for identifying, supporting and teaching them.

### **Low level concerns**

In some cases, a pupil without previously identified SEND will not make adequate progress, or teachers may consult the SENCO about other concerns, who will arrange monitoring, assessment and observation as needed, and if appropriate will arrange for further testing or referrals.

### **SEND Areas of Need**

There are four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical Needs**

These four areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. When identifying the needs of a pupil we consider the needs of the whole child, which will include them and not just focus on the special educational needs of the child.

The following list is not considered to be a special educational need, but may still impact on progress and attainment and therefore a pupil may receive extra help from the school:

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- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provide under current Disability Equality legislation – these alone do not constitute a special educational need)
- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Behaviour.

### **Targeted Support for Pupils with SEND – A Graduated Approach**

At Chilton Foliat Primary School we are committed to a high quality of provision for pupils with Special Educational Needs, following the principles set out in the revised National Curriculum (2014).

- Every teacher is a teacher of every child including those with SEND
- Need is addressed with Quality First Teaching in the first instance
- To raise aspirations of and expectations for all pupils with SEND.

We believe that these principles are essential to developing a more inclusive curriculum.

Targeted support, in most cases, means providing high-quality teaching underpinned by universal provision via the school's delivery of the 5-a-day:

- Explicit Teaching
- Meta-Cognition and Self-Regulation
- Scaffolding
- Flexible Groupings
- Technology

This delivery is managed by teachers in class settings, in most cases without involving additional adults.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or other specialised staff. High quality teaching is the first step in responding to pupils who may or may not have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching and universal provision.

Provision may also entail in-class work or targeted group interventions by teaching assistants, such as English and Mathematics catch-up groups, or work on areas such as social skills and/or speaking and listening. Many pupils with SEND also have special (access) arrangements for assessments, such as separate invigilation, rest breaks, extra time, a reader or access to a laptop.

A small number of pupils with SEND will have been assessed as needing specific support and allocated additional funding for dedicated provision or resources. These

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pupils may be assisted in class by teaching assistants or withdrawn from class for special teaching or social development or social skills programmes. Eg. ELSA.

In many cases, pupils with SEND will have had medical or educational assessments designed to identify their areas of need, and reports on how parents and carers, school, therapists and external experts and activities can contribute to helping them make progress.

The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and where necessary improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND. Regular updates are circulated usually in relation to identified specific needs. Training is available when requested.

Once a potential SEND is identified, four types of action will be put into place:

#### **Observe / Assess**

When deciding whether to make any special educational provision, an assessment will take place, which will involve the SENCO, class teacher, and information on the pupil's progress alongside national data and expectations. For higher levels of need we use support from external agencies and professionals. Views of the child and their parents will also be taken into consideration.

#### **Plan**

When any pupil is being provided with targeted SEND support their parents will be notified, normally by the class teacher and an Individual Support Plan (ISP) will be created and shared.

Teachers and other staff who work with that child will be informed of any additional needs and suggested strategies provided by other stakeholders. This will be recorded on the school's provision map (where additional cost has been incurred) and any individual supporting documentation.

Individual Support Plans will be reviewed every eight weeks.

#### **Do**

The teacher will remain accountable and responsible for the child in their class. Even when interventions involve group or one-to-one teaching they should still retain this responsibility and assess the impact of the interventions.

#### **Review**

The effectiveness of the support and the impact on the child's progress should be reviewed in line with the agreed date. The impact of any support provided, along with views of the child and their parents, should feed back into the analysis of the pupil's needs.

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### **School Request for a Statutory Assessment**

In a very small number of cases, the child's special educational needs will, despite extra provision, have demonstrated a significant cause for concern. The SENCO will discuss, with the parents, whether they agree to the school applying to the Local Authority for a statutory assessment of the child's needs to be carried out. The outcome of the assessment may result in the child being awarded an Education, Health and Care Plan.

### **Education and Health Care Plan (EHCP)**

When the LA agrees that a child should be given an EHCP they may be allocated a level of additional funding. This funding can be used by the school to purchase resources or support - appropriate to the needs of the child.

All plans must be reviewed at least annually with the parents; the pupil (where appropriate); the school and professionals involved. All involved need to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

### **Safeguarding (Keeping Children Safe) and SEND**

Chilton Foliat's Safeguarding policy and practice reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Being more prone to peer group isolation than other children
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- Communication barriers and difficulties in overcoming these barriers.

At Chilton Foliat, measures are in place to ensure the effective safeguarding of children with SEND. This includes:

- An inclusive curriculum that is relevant and appropriate to meet the needs of all learners
- Outstanding quality first social and emotional teaching through our whole school PSHE programme to teach children about how to keep themselves safe
- Targeted social and emotional intervention programmes to build positive relationships with staff
- Explicit teaching of all social and emotional skills through the PSHE and life skills curriculum
- Worry monsters for children to communicate with staff using their chosen method
- Daily 'check-in' sessions for the most vulnerable children
- Working in partnership with parents building close relationships with them to offer bespoke support.

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### **Roles and Responsibilities**

#### **The Role of Special Educational Needs Governance (SEND)**

In line with statutory requirements, the Governing Body of a community, voluntary or foundation school will:

- Meet regularly with the school's SENCO
- Do its best to ensure that the necessary provision is made for any child who has special educational needs
- Ensure that where the 'responsible person' – the Head Teacher or the appropriate governor – has been informed by the LA that a child has special educational needs, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those children who have special educational needs.
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child
- Ensure that a child with special educational needs has full and unfettered access to the school's broad and balanced curriculum and is able to join in with any extra-curricular activities the school offers, together with children who do not have special educational needs, so far as is reasonably practical. This needs to be compatible with the child receiving the special educational provision their learning needs call for, the efficient education of the children with who they are educated and the efficient use of resources
- Have regard to the Special Educational Needs Code of Practice 2014 when carrying out its duties toward all children with special educational needs.
- Consult the LA and the governing body of other schools, when it seems to be necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole
- Have a written SEND policy containing the information as set out in the Education (Special Educational Needs) (Information) (England) Regulations 2014 (reproduced in the SEND Code of Practice)
- Report to all parents/ carers on the school's SEND policy including the name of the person responsible for coordinating SEND provision in the school.

The governors play an important role in ensuring that:

- They are fully involved in developing and monitoring the school's SEND policy
  - They are up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed
  - SEND provision is an integral part of the school improvement planning and school's self-evaluation process
- The quality of SEND provision is continually monitored  
The SEND policy and SEND Report are on the schools' website.

#### **The Role of the SENCO**

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the mainstream provision at Chilton Foliat Primary School.

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The SENCO is responsible for the day-to-day operation of the special educational needs policy and maintains the SEND register. Special educational needs records are held centrally for all pupils.

The SENCO will meet with each class teacher every term to discuss and review SEND concerns of pupils on the SEND register.

The SENCO will meet with class teachers to discuss and review SEND concerns on Educational and Health Care Plans (EHCP). This review may involve the other health and educational professionals such as the educational psychologist.

Parents and pupils are involved in reviewing their Individual Support Plan (ISP or Educational and Health Care Plan a minimum of three times per year.

The SENCO liaises with outside agencies e.g. behaviour support team, speech therapists, physiotherapists, SENCOs of other schools, pupils are transferring into and educational psychologists. The SENCO can signpost parents to relevant agencies for advice.

The SENCO oversees and maintains specific resources for special educational needs.

The SENCO may contribute to the statutory assessment of pupils and coordinates the annual review process of pupils with Education and Health Care Plans.

Children with medical conditions that may be life threatening e.g. allergies, but which do not affect their potential to access the curriculum are not a responsibility of the SENCO (if the SENCO is someone other than the Head Teacher). The Head Teacher coordinates with parents, school nurse and class teachers to write a review individual health care plans.

The SENCO liaises with the SEND governor as appropriate.

The SENCO will review the SEND policy annually.

### **Admission Arrangements**

Normal admission arrangements apply. The Admissions Policy has been agreed by the Full Governing Body. We strive to be a fully inclusive school. All children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of his or her creed, race, physical ability or academic attainment. Where a child has a particular need, for example wheelchair access, the governors will make reasonable adjustments to ensure the child's needs are fully met in line with the Disability Equality Scheme and Accessibility Plan. If the child is transferring into the school with an Education and Health Care Plan or have been receiving extra support from LA centrally funded resources in a previous school, the continuation of this support will be negotiated with the appropriate officer and the LA to ensure that their needs can be met.

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### **Special Needs Records**

The files for pupils with special educational needs are kept with the SENCO for children with EHCPs and the class teachers hold up to date Individual Support Plans, Individual Behaviour Plans and individual timetables. An electronic provision map is kept on the school computer system.

These should be written and reviewed every eight weeks. They are working documents and it may be appropriate to review them more frequently.

Class teachers will:

- Discuss the plan with pupil and parents, making sure that there is clear evidence that this has been done with dated signatures. Parent's evenings may be used to do this
- Be able to consult with the SENCO to write Plans
- Inform the SENCO or Head Teacher if they have been unable to see a parent
- Give copies of the plans to parents and teaching assistants involved with the pupil
- Encourage teaching assistants to record and annotate pupil progress on their copy of the plans
- Place a copy of the plan and its review in the Special Educational Needs file.

The SENCO will:

- Monitor the quality of the school's plans and provision maps with the governing body. (*Annual report to governors*)
- Annually analyse how many targets have been achieved to assess how SMART our targets are
- Follow up and make appointments to see parents who have not attended SEND meetings.

### **Criteria for Evaluating the Impact of the SEND Policy**

The policy will be evaluated against the objectives stated by ensuring that:

- An analysis of all teachers' planning by Head Teacher/SENCO ensures that a high quality teaching approach is taken and that the learning objectives in Individual Support Plans are identified and reflected in planning
- Where children may struggle significantly with academic work the school will have systems in place to help them with practical life skills
- Parents/carers are involved with individual targets set
- Children are involved in discussing, constructing, reviewing and having their views recorded on their support plans
- Ensuring that outside agencies, where appropriate, have their own comments and recommendations recorded on plans and are involved in their development
- The School Improvement Plan and SEF prioritises and includes provision for SEND
- A value for money review of our Special Educational Needs funding is taken
- Any external evaluation or inspection is acted upon.

Success criteria will be:

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- All Individual Support Plans/Individual Behaviour Plans/My Support Plans are signed and may include written evidence from parents/carers and children, and where necessary outside agency involvement.

#### **Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher/SENCO, who will be able to advise on procedures, including formal procedures for a complaint if necessary.

*(Please refer our 'Complaints Policy' on the school website.)*

#### **Continuing Professional Development (CPD)**

Through the monitoring and evaluating of our provision the SENCO with the Head Teacher will identify any particular professional development needs of the staff. This will, where appropriate, be linked closely to the School Development Plan and/or performance management objectives. Staff members that attend relevant courses will feedback on courses attended through staff meetings. The effectiveness of such professional development will be monitored and evaluated by the SENCO, and information provided during the annual evaluation of the school's overall SEND provision. This will be discussed at meetings with the SEND governor and recorded on the Headteachers report.

#### **Arrangements for Partnership with Parents/Carers**

Parents/carers are important partners in the effective working relationship with the school in raising their child's progress and attainment. They are fully involved in the identification, assessment and decision-making process in the school. Parents/carers contribution to their child's education is valued highly by the staff of the school. Parents/carers are encouraged to involve their child in the decision-making processes, particularly in recording children's views and implementing and reviewing, where necessary,. The school will also update parents/carers with relevant information.

#### **Links with Other Schools and Agencies (Including the Voluntary Sector)**

Many pupils with SEND will have had formal assessments at pre-school and primary school. Our SENCO, and Early Years teacher have developed links with our feeder pre-schools and they liaise with them to help identify pupils with special needs who will be coming to Chilton Foliat Primary School and obtain relevant information. Pupils and key workers are visited in settings before the pupils enter Reception. Children are invited to visit us for induction visits in the term before they start school. If necessary, the school liaises with other agencies at this stage.

As pupils prepare to leave our primary school setting, the SENCOs from the relevant secondary schools to which they will be transferring are invited to take part in Year 6 transfer reviews of pupils with SEND.

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Children with SEND who transferred from other schools are supported through their induction to the school by the class teacher, SENCO and by classroom buddies to ensure that they have a smooth transition.

End: June 2023

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