



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

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Special Educational Needs Co-ordinator: Mrs Katie Jones
senco@overleighstmarysce.cheshire.sch.uk
01244 267 525

SEND Governor: Mrs Karen Shapland

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE February 2013
- SEND Code of Practice 0 – 25 September 2015
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document September 2013/ December 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Children & Families Act 2014

Parents with concerns regarding progress, special educational needs or additional needs their child may be experiencing are encouraged to make an appointment with their child's class teacher in the first instance and then the school's SENCo.

An alternative route of support is through the Local Authority: Chester and Cheshire West LA has created a website for parents and carers which sets out what services, support and advice are available for children in Chester if they have special educational needs or a disability: <https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

PURPOSE / VISION STATEMENT

At Overleigh St Mary's CE Primary school we are committed to giving all our children every opportunity to achieve their best. Meeting the needs of individual pupils, including those with special educational needs or disabilities (SEND), is central to the aims and values of our school. We have high expectations of the best possible outcomes for children identified as having SEND. Following our school's "Children First" motto, we strive to be caring, approachable and have the best interests of children at the forefront of all we do. The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone within our school. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

DEFINITION OF SEN AND DISABILITY (SEND)

At our school we use the definition for SEN and for disability from the SEND Code of Practice 2014 (updated January 2015).

This states:

*SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN 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.**'*

KEY ROLES AND RESPONSIBILITIES

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans (previously known as Statements).

The SENCO is responsible for:

- The SEND policy and its implementation
- Co-ordinating support for children with SEND
- Updating the SEN register and managing / maintaining individual pupil records
- Monitoring the quality of provision and impact of interventions
- Attending LEA SENCO meetings and updating staff
- Referrals to and liaison with outside agencies
- Line managing TAs
- Liaising with and advising staff
- Maintaining regular liaison with parents/carers

- Co-ordinating Annual Reviews
- Supporting staff in identifying pupils with SEND
- Maintaining links and information sharing with receiving schools

The SENCO will also ensure that notification of any change in legislation necessitating a material change in the policy will be made to the Governing Body via the SEND Governor and/or Head teacher.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The SEND Governor

The SEND governor is Karen Shapland. She has responsibility for monitoring policy implementation and liaising between the SENCO and the Governing Body.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Liaise termly with the SENCO
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school
- Ensuring that pupils with SEND participate fully in school activities.

Class Teachers

The class teacher is responsible for:

- The progress and development of all pupils including those with SEND
- Ensuring the SEND Support Plan is implemented in the classroom
- Regular liaison with parents and the SENCO
- Effective deployment of additional adults in liaison with the SENCO
- Identifying on class planning the provision they are making for pupils with SEND
- The writing and reviewing of targets for pupils with SEND, supported by the SENCO

Teaching Assistants

The teaching assistant is responsible for:

- Ensuring that day to day provision as outlined in the SEND Support Plans is in place for the pupils they support
- Implementing agreed strategies and programmes and advice from specialists
- Record keeping for interventions
- Resources
- Maintaining specialist equipment
- Regular communication with class teacher and SENCO

AIMS AND OBJECTIVES

Aims

At Overleigh St Mary's CE Primary school all pupils, regardless of their particular needs, are provided with inclusive teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community. We will use our best endeavours to give pupils with SEND the support they need, whilst having access to a broad and balanced curriculum. Working in partnership with families, it is our aim that pupils will become confident individuals able to make a successful transition on to the next phase of their education.

Objectives

To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils and their parents/carers at the centre.

To develop effective whole school provision and management of support for pupils with special educational needs and disabilities.

To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice, January 2015.

To ensure that all children are supported to enable them to fulfil their true potential.

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, Autistic Spectrum Condition, Asperger's Syndrome, Speech and Language difficulties
- Cognition and learning, for example, Dyslexia, Dyspraxia,
- Social, emotional and mental health difficulties, for example, Attention Deficit Hyperactivity Disorder (ADHD),
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

The Code of Practice refers to four broad areas of need:

Communication and Interaction - these children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger's syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific Learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health Difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or Physical Needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Identification of Needs

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil. The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. Teachers set appropriate learning challenges and respond to children's diverse learning needs. Some children may experience barriers to learning and require particular action by the school. These barriers are likely to arise as a consequence of a child having special educational needs (SEN). Teachers take account of these needs and make provision where necessary, to support individuals or groups of children and thus enable them to participate effectively in school activities. Such children may need additional or different help from that given to other children of the same age.

A GRADUATED APPROACH TO SEN SUPPORT

How the school decides whether to make special educational provision for a child:

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage, extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may to seek advice from external agencies. These agencies include:

- Educational Psychology Service (EP)
- Community Specialist Paediatrician
- School Health Nurse
- Speech and Language Therapy Service (SALT)
- Autism Team
- Physiotherapists
- Occupational Therapists
- Child and Adolescent Mental Health Service (CAMHS)

If the support needed can be provided by adapting the school's core offer then a child might not be considered SEN or placed on the SEN register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEN register at SEN Support. The school will then seek to remove barriers to learning and put effective special educational provision in place.

This begins a cycle of 'Assess, Plan, Do, Review' with the child/young person at the centre of the process. A "SEND Support Plan" will be started. This is a working document which will be updated as more is understood about the child's SEN, including their response to interventions.

The four-part cycle:

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with TAs, who may provide support set out in the plan, and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher and liaise with any outside agency professionals involved with the pupil.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support. The SENCO will monitor and offer advice as necessary.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles.

Parents/carers and pupil involvement in the process

We believe in a person centred approach to information gathering and the cycle of 'Assess, Plan, Do, Review'. Termly reviews and target setting meetings are planned to coincide with parents' evenings where possible. The usual cycle runs October to February, February to June, June to October. Targets are shared with pupils and successes are celebrated.

Children with a Statement or EHC plan will have an Annual Review meeting and will be encouraged to attend part of the meeting to share their achievements for the year and aspirations for the future.

SEN Provision

SEN support can take many forms. This could include:

- an individual learning programme
- evidence based interventions
- extra help from a teacher or a teaching assistant
- making or changing materials, resources or equipment
- working with a child in a small group
- maintaining specialist equipment
- observing a child in class or at break and keeping records
- helping a child to take part in the class activities
- making sure that a child has understood things by encouraging them to ask questions and to try something they find difficult
- helping other children to work with a child, or play with them at break time
- supporting a child with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing

Managing the needs of Pupils on the SEND Register

Each pupil with SEND is an individual and their plan is tailored to meet their particular needs. Plans are reviewed termly with parents and pupils.

Decisions regarding the level of support provided are needs led, working within the constraints of the school budget.

Criteria for removing pupils from the SEND Register

When a child has made sufficient and sustained progress towards achieving their personal targets and it is felt that they are able to maintain this with quality first teaching, they may be removed from the SEND register. The school will continue to monitor pupils recently removed from the register to ensure good progress is maintained.

Requesting an Educational, Health and Care (EHC) Assessment

A small number of pupils, whose needs are complex and long term, may require a greater level of support than that provided at SEND Support from the school's own resources. For these pupils 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. This brings together the child's health and social care needs as well as their special educational needs. (See Cheshire West and Chester guidance on the Local Authority website for further information regarding requests for EHC plans)

Supporting parents/carers and children

We provide support in the following ways:

- The head teacher and SENCO operate an open door policy for parents/carers seeking support and advice.
- The dedicated SEND Governor who is available as a contact point
- Additional time and special arrangements for SATs
- Transition support and additional visits for vulnerable Y6 pupils transferring to secondary school.
- Inviting the SENCO of the receiving secondary school to the final Annual Review in Year 6.

Supporting pupils at school with medical conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Where it is the case that a medical condition meets the criteria of disability the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to promote access to all areas of the school curriculum for pupils with a disability, eg: an extra adult to accompany a child on a school trips/residentials.

Specific staff have training to support particular needs, eg: technical knowledge to maintain auxiliary aids and equipment or managing diabetes.

The school secretary is responsible for the administration of medicines and health care plans/protocols.

Monitoring and evaluation of SEND

The head teacher and the leadership team regularly monitor and evaluate the quality of provision for all pupils. The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data and based on their age and starting points.
- Interventions baseline and exit data
- Progress against individual targets
- Pupils' work and interviews

Decisions are made as to whether specific interventions are proving to be effective in terms of impact, time spent on them and the finance used in providing them. Each year we review the needs of the cohort and if necessary make changes to our provision.

Admission arrangements

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEN, including for a reason arising in consequence of a child or young person's disability and has due regard for the practice advocated in the Code of Practice, in that:

'all schools should admit pupils already identified as having SEN, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with SEN but without statements must be treated as fairly as all other applicants for admission.'

Building Adaptations

The buildings at Overleigh have been specially adapted for use by disabled persons. There are ramp facilities, three special disabled toilets and some general toilets with handrails. There is a ramp which allows access to the Key Stage One area of the building, plus a ramp which allows access to the Key Stage Two area of the building. This enables independent access for wheelchair users. There are disabled parking spaces close to the office/reception area. Administrative staff are always available to assist access to the building. Additional disabled parking spaces are provided by the Canteen parking area.

Parents / Carers and Pupils

Partnership with parents / carers plays a key role in enabling children with special educational needs to achieve their full potential. The school recognises that parents & carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents / carers will be treated as partners and supported to play an active and valued role in their children's education.

Children with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like are ascertained. They will be encouraged to participate in the decision making processes and contribute to the assessment of their needs, the review and the transition processes.

Storing and Managing Information

Pupil records and SEND information may be shared with staff working closely with SEND pupils to enable them to better meet the individual child's needs. We are grateful to parents for their information sharing and openness and respect their confidentiality. Individual SEND files are transferred to receiving schools when pupils leave Overleigh St Mary's CE Primary school.

Training and development

Training needs are identified in response to the needs of pupils currently on the SEND register. A list of recent training is published in the SENCO's Annual Report to Governors. The SENCO attends LEA and SENCO Cluster meetings to share good practice with colleagues in Cheshire West and Chester LEA and to keep up to date with SEND developments.

Complaints

We urge parents/carers with any concerns regarding the SEND policy or the provision made for their child at Overleigh St Mary's CE Primary school to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to use the school complaints procedures.

Access to this Policy

The policy reflects the statutory guidance set out in the Special Educational Needs and Disability Code of Practice 0-25 years (January 2015).

You can get a copy of our policy in a number of ways:

- The school website, follow the link to the SEND section.
- A hard copy on request at the school office

Please let us know if you need this policy to be made available to you in a different format e.g. enlarged font or a language other than English.

APPENDIX 1: Related School Policies/Documents

Safeguarding Policy

Accessibility Plan

Admissions Policy

Anti-Bullying Policy

Behaviour Policy

Complaints Procedure

Inclusion Policy

Equality Policy

School Information Report

Curriculum policies

Physical Intervention Policy