

# Special Educational Needs and Disabilities (SEND) Policy

| First Version Implemented | Revision Level | Current Version Adopted by School | Review Date | Responsible Person |
|---------------------------|----------------|-----------------------------------|-------------|--------------------|
|                           |                |                                   |             | Sally Davey        |

## STATEMENT OF INTENT

Chellow Heights School believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood.

This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with SEND.

Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the LA, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents in decision-making.
- The early identification of pupils' needs and early intervention to support them.
- A focus on inclusive practice and removing barriers to learning.
- Collaboration between education, health and social care services to provide support.
- High-quality provision to meet the needs of pupils with SEND.
- Greater choice and control for pupils and their parents over their support.
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

- A significantly greater difficulty in learning than most others of the same age.
- A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings.
- Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.



## LEGAL FRAMEWORK

This policy has due regard to all relevant legislation including, but not limited to, the following:

- Local Government Act 1974
- Disabled Persons (Services, Consultation and Representation) Act 1986
- Children Act 1989
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Equality Act 2010
- The Equality Act 2010 (Disability) Regulations 2010
- Children and Families Act 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2015
- The Special Educational Needs and Disability (Detained Persons) Regulations 2015
- The UK General Data Protection Regulation (GDPR)
- Data Protection Act 2018
- Health and Care Act 2022

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2015) 'Supporting pupils at school with medical conditions'
- DfE (2023) 'Working Together to Safeguard Children 2023 '
- DfE (2018) 'Mental health and wellbeing provision in schools'
- DfE (2021) 'School Admissions Code'
- DfE (2024) 'Keeping children safe in education 2024' or latest update.
- Equality and Human Rights Commission (EHRC) (2015) 'Reasonable adjustments for disabled pupils'

This policy operates in conjunction with the following school policies:

- Admissions Policy
- Pupil Equality, Equity, Diversity and Inclusion Policy
- Pupil Confidentiality Policy
- Data Protection Policy
- Social, Emotional and Mental Health (SEMH) Policy
- Supporting Pupils with Medical Conditions Policy
- Child Protection and Safeguarding Policy
- Suspension and Exclusion Policy
- Behaviour Policy
- Complaints Procedures Policy
- Accessibility Policy



## OBJECTIVES

Every school is required to identify and address the SEND of the pupils that they support. Chellow Heights School provides education for children aged between 2-11 years all of whom have an Education, Health and Care Plan ( EHCP ) A pupil has SEND if they have a learning difficulty or disability which calls for special education provision to be made for them.

### Through the implementation of this policy, the school will:

- Ensure there is high-quality provision to meet the needs of pupils with SEND, with specific focus on inclusive practice and removing barriers to learning.
- Fulfil its statutory duties towards pupils with SEND in light of the SEND code of practice.
- Promote disability equality and equality of opportunity, fulfilling its duties under the Equality Act 2010 towards individual disabled pupils.
- Make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled pupils are not at a substantial disadvantage compared with their peers.
- Designate a teacher to be responsible for coordinating SEND provision, i.e. the SENCO.
- Inform parents when they are making special educational provision for their child.

## ROLES & RESPONSIBILITIES

### The NAMED GOVERNOR for SEND provision, Chair of Governors DAVID MANN will :

- Help to raise awareness of the changing pattern of SEND issues at governing body meetings
- Monitor the quality and effectiveness of provision within school and update the governing board on this.
- Work with the Headteacher and SENCO for the school to determine the strategic development of the provision in school

### The headteacher HELEN WILLETT will :

- Ensure the school offers a broad and balanced curriculum, with high quality teaching and a positive and enriching educational experiences
- Work with the SEND governor to determine the strategic development of provision in school.
- Have overall responsibility for the provision and progress of learners with SEND and / or a disability.

### Teachers will be responsible for:

- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving.
- The assessment, monitoring, progress and holistic development of every pupil in their class which includes:
  - Annual Review
  - Personalised Learning Goals (PLG's)
  - Behaviour Support Plans ( BSP's )
  - Sensory Processing Plans

## SEND PROVISION

Chellow Heights School is a Local Authority Maintained Day School for pupils with Severe or Profound and Multiple Learning Difficulties. Some pupils have more complex learning needs and / or sensory disabilities. Many pupils have additional medical needs, which have direct implications of their ability to access the curriculum and the learning opportunities provided by the school. Pupils in EYFS are placed in our YELLOW PATHWAY. Please refer to the EYFS Policy.

Chellow Heights school offers a holistic curriculum which offers 3 curriculum pathways to pupils in Year 1 and above.

### RED PATHWAY

Pupils at very early levels of development who may have profound or complex learning difficulties access a curriculum which provides engaging opportunities. It promotes and enables early skill development focusing on the functionality of movement, communication and purposeful interactions with their environment ( also known as non subject specific learning ) through a rolling programme of topics.

Pupils will be working through Engagement Steps ( B Squared ) and will be assessed through a menu of assessments tailored to their particular curriculum needs. For end of Key Stage statutory assessment pupils in Key Stages 1 and 2 will be assessed using the engagement model.

### BLUE PATHWAY

Pupils who have severe and complex learning difficulties access a curriculum that build upon their established learning to learn skills and extends their learning through subject specific opportunities. They are meaningful and relevant and enable pupils to continue to develop life long functional skills ( subject specific learning )

Pupils will be working through Progression Steps 1,2 & 3 ( B Squared ) and will be assessed through a menu of assessments tailored to their particular curriculum needs. For end of Key Stage statutory assessment pupils in Key Stages 1 and 2 will be assessed using Pre Key Stage Standards.

### GREEN PATHWAY

Pupils working within the expectations of the National Curriculum access the Green Pathway which offers a broad and balanced scheme of work accessed through a rolling programme of topics which are tailored to ensure meaningfulness and functionality for the child within school, their home and their community.

Pupils will be working through Progression Steps 4 and above ( B Squared ) and will be assessed through a menu of assessments tailored to their particular curriculum needs. For end of Key Stage statutory assessment pupils in Key Stages 1 and 2 will be assessed using End of Key Stage Standards.

Pupils with Severe and Profound Learning Disabilities require a curriculum which is designed to fit their very special and individual needs. The school considers the content of the National Curriculum in all aspects but additionally, where our pupils require a more refined and appropriate developmental curriculum, this will be reflected in the outcomes of the EHCP.

## SAFEGUARDING

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Aware of the signs of abuse and are vigilant to report these
- Develop positive relationships with pupils and know them well so that changes in demeanour / behaviour can be noted promptly
- Support children to develop their communication and ability to express themselves
- Know what to do if a child makes a disclosure.

The headteacher and governing body will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Behaviour Policy.

## SEND SUPPORT

Chellow Heights seeks to ensure appropriate involvement from colleagues in relation to the provision on each child's EHCP. The following professionals support the school ;

- Community children's nursing team
- Educational Psychologists
- Children's Social Care
- Advisory support from teacher of the hearing impaired
- Advisory support from teacher of the visually impaired
- NHS community physiotherapy team
- NHS occupational therapy team
- NHS speech and language team
- Dietician

School accesses specialised assessments from external agencies and professionals to ensure that all needs are met.

## INVOLVING PUPILS AND PARENTS IN DECISION-MAKING

The school is committed to working in partnership with all parents in the best interests of their child and will provide an annual report for all parents on their child's progress.

The school will regularly liaise with parents in setting outcomes and reviewing progress. The class teacher, will meet with the parents three times each year.

The planning that the school implements will help parents and pupils with SEND express their needs, wishes and goals, and will:

- Be easy for pupils and their parents to understand by using clear, ordinary language and images, rather than professional jargon.
- Highlight the pupil's strengths and capabilities.
- Listen to pupil voice
- Tailor support to the needs of the individual.
- Bring together relevant professionals to discuss and agree together the overall approach.

## IDENTIFICATION OF PUPIL NEEDS AND ORGANISATION OF ACCESS TO THE CURRICULUM

Pupils have a baseline assessment within the first 6 weeks of starting school. A meeting to share pupil's learning maps with parents/carers is held to ensure collaborative working and understanding. Progress is measured using Personalised Learning Goals which are derived from the annual review targets. Progress made across a pupil's holistic curriculum is captured on 'Evidence for Learning' which is done in an accumulative qualitative manner where staff record in detail assessment information supported by photographs and/or video.

Pupils are allocated into class groups depending upon the approach needed to best support their learning needs and access to the curriculum is carefully planned by the class teacher who sets tailored tasks in order to scaffold learning.

## REVIEWING EHC PLANS

The school will ensure that teachers monitor and review the pupil's progress during the year and conduct a formal review of the EHC plan at least annually.

The school will:

- Cooperate with the LA and relevant individuals to ensure an annual review meeting takes place, including convening the meeting on behalf of the LA if requested.
- Ensure that the appropriate people are given at least eight weeks' notice of the date of the meeting, such as representatives from the LA SEN, social care and health services.
- Seek advice and information about the pupil prior to the annual review meeting from all parties invited, and send any information gathered to all those invited, at least two weeks in advance of the meeting.
- Ensure that sufficient arrangements are put in place at the school to host the annual review meeting.
- Contribute any relevant information and recommendations about the EHC plan to the LA, keeping parents involved at all times.
- Lead the review of the EHC plan to create the greatest confidence amongst pupils and their parents.
- Prepare and send a report of the meeting to everyone invited within two weeks of the meeting, setting out any recommendations and amendments to the EHC plan.
- Clarify to the parents and pupil that they have the right to appeal the decisions made regarding the EHC plan.
- Where possible for LAC, combine the annual review with one of the reviews in their care plan, in particular the personal education plan (PEP) element.
- Where necessary, provide support from an advocate to ensure the pupil's views are heard and acknowledged.
- Where necessary, facilitate support from an advocate to ensure the parent's views are heard and acknowledged.
- Review each pupil's EHC plan to ensure that it includes the statutory sections outlined in the 'Special educational needs and disability code of practice: 0 to 25 years', labelled separately from one another.

If a pupil's needs significantly change, the school will request a re-assessment of an EHC plan at least six months after an initial assessment. Thereafter, the governing body or headteacher will request the LA to conduct a re-assessment of a pupil whenever they feel it is necessary.

## PUBLISHING INFORMATION

The school will publish information on the school website about the implementation of this policy.

The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

The SEN Information Report will be prepared by the governing body and will be published on the school website. It will include all the information outlined in paragraphs 6.79 and 6.83 of the 'Special educational needs and disabilities code of practice: 0 to 25 years'.

## LOCAL OFFER

The school's governing body will collaborate with and support the LA in developing and reviewing the Local Offer, where necessary and appropriate, to ensure that it is:

- **Collaborative:** Where appropriate, the school will work with LAs, parents and pupils in developing and reviewing the Local Offer. The school will also cooperate with those providing services.
- **Accessible:** The school will collaborate with the LA during development and review to ensure that the LA's Local Offer is easy to understand, factual and jargon-free; is structured in a way that relates to pupils' and parents' needs, e.g. by broad age group or type of special educational provision; and is well-signposted and -publicised.
- **Comprehensive:** The school will help to ensure that parents and pupils understand what support can be expected to be available across education, health and social care from age 0 to 25 and how to access it. The school will assist the LA in ensuring that the Local Offer includes eligibility criteria for services, where relevant, and makes it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.
- **Up-to-date:** The school will work with the LA to review the Local Offer to ensure that, when parents and pupils access the Local Offer, the information is up-to-date.

The school will provide the LA with information about their existing SEND provision and capabilities to support pupils with SEND to aid in the drafting of the Local Offer, where required.

## MONITORING AND REVIEW

The policy is reviewed on an annual basis by the headteacher in conjunction with the governing body; any changes made to this policy will be communicated to all members of staff, parents of pupils with SEND, and relevant stakeholders.

All members of staff are required to familiarise themselves with this policy as part of their induction programme.

