



St Chad's CofE Nursery and Infant School

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## SEND and Inclusion Policy

**School Leader:** K Leach

**Link Governor:** M Gladwell

**Policy Approved**      **Signed: A Fuller**      **Date: 07.06.17**

**This policy will be reviewed and reported on annually.**

Policy Reviewed      Signed: M Gladwell      Date: 19.06.19

Policy Reviewed      Signed: P Geary      Date: 06.06.18

Policy Reviewed      Signed:      Date:

Policy Reviewed      Signed:      Date:



### A Definition from the 2014 SEND Code of Practice

*'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children Young People (CYP) of the same age.'*

*Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present, quickly and easily. A few Children Young People (CYP) will need extra help for some or all of their time in school.*

### Aims

The school aims for each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.

In providing for children with Special Educational Needs we aim to:-

- Develop all children to their full potential and to value them equally; irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum.
- Identify children, as early as possible, in order to support their physical, social, emotional or intellectual development.
- Make sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- Involve Parents in a partnership of support.
- Involve outside agencies as appropriate.
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEND Code of Practice.

### Provision and Planning

There will be a SENCO, a Governor and an Educational Psychologist who will undertake duties to support the school in caring for, the individual needs of the children.

**SENCO: Mrs R Blurton**

**SEND HLTA: Mrs A Thomas**

**SEND Governor: Mr M Gladwell**

**Educational Psychologist; Mrs Jusleen Cooper-Johal**



SENS (Special Educational Needs Support) Meetings will be held once per term between the SENCO, the Educational Psychologist and other agencies as is deemed appropriate. This will sometimes include the Community Paediatrician, advice from the school nurse and outside specialist support.

### **Identification and Assessment of SEN**

The school will follow the SEND Code of Practice (2014) guidance on the identification and assessment of special needs. This takes a graduated approach and supplies emphasis on 'quality first teaching' throughout the school.

We will seek to identify children with special educational needs at the earliest possible time and follow this guidance accordingly.

### **A graduated approach**

Parents are consulted at every stage and agreement sought to refer for further advice.

### **Differentiation**

Through quality first teaching, teachers plan the curriculum and activities for the pupils at the appropriate level of need, for progress to be achieved. If a child is below age related expectations this may be addressed in pupil progress meetings and other approaches such as 'catch up' or interventions may be required.

### **Catch Up/Interventions**

Pupils that are under achieving but will make progress will be given the opportunity to do so with additional catch up or intervention sessions. This is developed on an individual case basis and through teacher assessment and moderation.

Examples may include a smaller ratio of student: teacher time in a given subject, a language group, or additional support in the class room.

### **SEND Support**

Where progress after the first two stages is not occurring and/or other concerns arise around a pupil, the SENCO and teacher will set an IEP target plan under SEND Support. Parents will be consulted and informed of the additional support their child is requiring. The support and IEP targets will be reviewed and developed termly and shared in meetings with the parents/carers. Referrals to outside agencies other professionals for assessments may be undertaken at this stage.

### **EHC Plan**

If all agencies agree that there is insignificant progress at SEND Support level or greater needs are identified for a pupil then an application for an Education Health Care Plan will be carried out by the SENCO and submitted to Derby City LEA.

### **Initial Concerns**



The class teacher will set targets for children's learning by differentiation within the classroom as outlined above. Class teachers may also raise concerns through pupil progress meetings with the Head teacher and SENCO, or through an SEN Cause for concern form directly to the SENCO. Advice from the SENCO can be sought after at any time by any member of staff or parent.

### Education and Health Care Plan

The school will respond to the EHC Plan as set out by the authority and set IEP targets from its objectives. These will be reviewed on an annual basis.

### Provision Mapping

A provision map will be created and held centrally by the SENCO. Information will be requested from teachers on a termly basis in relation to the graduated approach and students involved at each stage. The SENCO may use this information to ensure children are moving through the graduated approach and identifying any causes for concern.

**The School and Governing Body** will work to ensure that the necessary provision is made for any pupil with special educational needs. To enable this policy to function we will ensure:

- That a SENCO is appointed
- A Governor is appointed to take a close interest in SEN
- That admission to school for children with SEN is considered on an individual basis
- Parents of children with SEN are fully supported, aware of transition arrangements and aware of their entitlements
- The school will provide appropriate training to support staff development in relation to SEN
- The policy will be reviewed annually by the SENCO and a report on its success made available
- Resources required for individuals/groups will be identified and made available to those pupils that require them.
- A provision map will be drafted by the SENCO and reviewed in conjunction with all staff termly
- School will maintain its close links with child health services and other agencies
- All pupils will join in with all activities in school as far as it is reasonably practical

### Integration

Children with SEND are expected to be fully integrated with other children as far as it is reasonably practical and compatible with their individual needs. If it is considered in the child's best interest that they be dis-applied from any part of the curriculum or exempt from testing arrangements, then the Head teacher and SENCO will discuss the matter fully with the child's parents and the Educational Psychologist before any decision is made. The SENCO will then submit this information to Derby City LEA by the required date.

### Parental Role



It is very important to the school that parents of a child with SEND are continually updated on progress. Parents are encouraged to visit school whenever there is a cause for concern. They will be kept informed about meetings with outside agencies, involved in meetings wherever practical and contacted as soon as school has any concern.

Parents will be involved in all IEP target planning processing for children at an SEND Support stage of the graduated approach.

### **Additional Information in line with regulation 51 of the SEND Code of Practice 2014**

1. St Chad's sets out to cater for special educational needs based on an individual basis, reviewed by the SENCO, class teacher and parents through termly target setting. The school will support parents to look at alternative provision if they express this interest and look to complete EHCP assessments where appropriate.

2. St Chad's works alongside the Specialist Teaching and Psychology Service where support is needed. The SENCO and class teachers will complete referrals and assessments deemed necessary and take advice from other professionals where required. Parents will be kept informed at all stages.

3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including—

(a) The school SENCO will report progress to Governors through the Head teacher's report and evaluate SMART targets on individual target planning, looking specifically at effectiveness and progress for children;

(b) pupils with special education needs will be reviewed through appropriate criteria to their progression, this will be incorporated within the Assertive Mentoring assessment programme;

(c) all pupils with a special educational need are tailored for depending on their individual need and have SMART targets updated termly;

(d) curriculum and learning environment is adapted for individuals as part of their individual planning;

(e) additional support may be tailored for those individuals that require it or are entitled to it through funding or EHC Plans;

(f) all pupils will be entitled to attend additional activities, where appropriate arrangements will be made to adapt or provide support for individuals;

(g) if support is required for improving the emotional, mental and social development of pupils with special educational needs this will be discussed with parents and implemented within target planning.

4. School SENCO can be contacted through the main office or via the email address 01332 345997 [senco@stchads.derby.sch.uk](mailto:senco@stchads.derby.sch.uk).

5. St Chad's work closely with the Specialist teaching and psychology service, seeking advice from different agencies where appropriate, buying in training or attending additional training where deemed necessary.



6. Equipment and facilities to support children with special education needs will be provided by the school or, where necessary, through funding application.
7. Parents will be consulted at least termly on their child's IEP SMART targets and progress in line with their individual target planning.
8. Whenever children have a good understanding of language they will always be consulted on their thoughts and ambitions for their education. As a minimum they will be asked what they need extra help with and what they enjoy doing.
9. All complaints will be dealt with in line with the school complaints policy.
10. St Chad's consult specialist services where appropriate and take advice from social care where necessary – this may involve early help assessments. Voluntary organisations may be contacted, such as Umbrella, in order to support families.
11. Parents may seek support from the following organisations;
  - STePS at Derby City council house 01332 641400
  - Umbrella 01332 785658 64 ,Birdcage Walk Mackworth, Derby, DE22 4LD,
12. Children will always be supported through transition periods, additional transition visits may be required and full information and targets will be passed onto the new provision.
13. The Local authority's local offer is published on their website at <http://www.derby.gov.uk/education-d-learning/special-education-needs-disabilities/>

### Complaints

Any complaints regarding the education of children with SEND in School should be made in the first instance to the Head of School and/or SENCO.

### Linked Policies include:

- Safeguarding Policy
- Administration of medicines
- SEN&D Information
- Equality and Diversity
- Anti-Bullying Policy
- Complaints Policy
- Supporting pupils at school with medical conditions 2014
  
- Behaviour Policy
- Attendance Policy
- Health and Safety Policy
- Accessibility Plan.

