



Special Educational Needs Policy

Revised in line with the new Code of Practice

2016-2017

**Reviewed by: Paula Goodchild (National SENCo Award Achieved 2014)
Member of the school Senior Leadership Team**

Date: September 2014

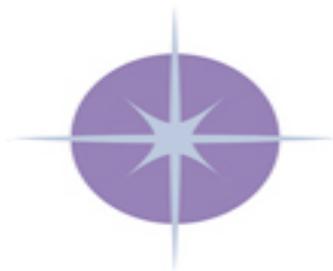
Review Date: Annually

**This policy was created with the Multi-Academy Trust SENCos and governors
The views of parents were considered when writing this Policy.**

Due regard has been given to the Equalities Act 2010.

*Other linked Policies include the Accessibility Plan, Safeguarding Policy,
Medical Conditions Policy.*

**PLEASE NOTE THE SCHOOL OFFER IS AN OUTLINE OF THE CONTENTS OF THIS
POLICY.**



BATH & WELLS
Multi Academy Trust

'That they may have life, life in all its fullness' John 10:10

Cheddon Fitzpaine Church School

Special Educational Needs Policy

Adopted: 1st September 2014

Reviewed: March 2017

Review date: March 2018

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

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 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 schools 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 was 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.

The government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan.

You can view the SEND Local Offer website:

www.somersetchoices.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Somerset whose children experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission Statement

Children are our future – what they experience here today, they take into tomorrow.

Cheddon Fitzpaine Church School is an inclusive school where everyone is made to feel welcome. Our Academy vision sets out to ensure that all students enjoy high quality learning experiences through which they are able to achieve their full potential. Our inclusive ethos aims to encourage all pupils to be actively involved in their own learning. This involves valuing all pupils and staff equally and reducing barriers to learning and participation.

1. Aims and objectives 'Every Teacher is a Teacher of SEN'.

Aims:

- Provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the Special Educational Needs Code of Practice.
- Promote independence, equality and consideration for others.
- Ensure that we celebrate the wide range of our students' achievement.
- Equip students with the skills and attributes necessary for adult life.
- Work in partnership with parents/carers.

Objectives:

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services (and feeding schools or early years settings) prior to the child's entry into the school. Where needs have not been previously identified staff have an obligation to report observations or concerns to the SENCo.

Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the teacher with support from the SENCo and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress through regular formal and informal meetings.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Cheddon Fitzpaine Church School receives further support from Somerset's Support Services, Speech and Language, Occupational Therapy, Child and Adolescent Mental Health Services (CAMHS) as well as local charitable services.

Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is promoted across the school and a sense of responsibility is built up through 'Towards Successful Learning' techniques. Wider opportunities are also encouraged through participation in different aspects of school life (e.g. membership of the School Council, affiliation with sports teams, Wider Opportunities and opportunities to participate in a wide variety of clubs at lunchtimes and after school).

2. Responsibility for the coordination of SEN provision

- The person responsible for overseeing the provision for children with SEN is Mr Gordon (Headteacher).
- The person co-ordinating the day to day provision of education for pupils with SEN is Paula Goodchild (SENCo).

3. Arrangements for coordinating SEN provision

The SENCo will hold details of all SEN Support records such as the SEN Register, provision maps and planning meetings.

4. Admission arrangements

Please refer to the information contained in our school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEN. Please refer to the information contained in our school prospectus. Where appropriate upon transition; children with identified needs will be supported through liaison meetings with parents, key staff from both settings and support agencies. Individual transition planning will be undertaken if necessary.

5. Specialist SEN provision

Cheddon Fitzpaine Church School is an inclusive school. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion please see our local offer on the school website. In our school we support children with a wide range of needs. We are committed to whole school inclusion and will seek support and training from SEND services where appropriate.

6. Identification of pupils needs

A graduated approach: 'Every Teacher is a Teacher of SEN'.

Quality First Teaching: 'The baseline of learning for all pupils'.

1. Any pupil who is falling significantly outside of the range of expected academic achievement will be monitored and discussed at pupil progress meetings.

2. Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

3. The teacher will take steps to provide further differentiated learning opportunities that will support the pupil following considering the advice from the monitoring.
4. The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
5. Through the above actions it can be determined which level of provision the pupil will need.
6. If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
7. Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents are encouraged to share information and queries with the school.
8. The Pupil is monitored if concern is raised by parent or teacher but this does not automatically place the pupil on the school's SEN register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference.
9. Pupil progress meetings, and parent evenings are used to monitor and assess the progress being made by all students. The frequency of these meetings is dependent on individual progress.

7.SEN Support:

Where it is determined that a pupil does have SEN, parents will be informed of this before inclusion of the individual on the School SEN Register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process indicated below:

- **Assess**
- **Plan**
- **Do**
- **Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

8. Referral for an Education, Health and Care Plan:

If a pupil has lifelong or significant difficulties and it is likely that they will need access to specialist provision, they may undergo a Statutory Assessment Process which can be requested by a parent or the school. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

Further information about EHC Plans can be found via the SEND Local Offer:

<https://www.somersetchoices.org.uk/family/information-and-advice/education/education,-health-and-care-plans/>

Or by contacting SENDIAS (Special Educational Needs and Disability Information, Advice and Support):

<http://www.somersetsend.org.uk/>

01823 355578

9. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils during the academic year. Parents, staff and students are given an opportunity to evaluate the effectiveness of provision via review meetings.

Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. Cheddon Fitzpaine offers an Open Door policy where parents can access the class teacher regularly, SENCO or a member of the Senior Leadership Team (SLT).

A formal evaluation of the effectiveness of the school SEN provision and policy culminates in an SEN Report. The evaluation is carried out by the SENCO in consultation with the Headteacher and link SEN governor. This will be collated and published by the governing body of an Academy School on an annual basis in accordance with section 69 of the Children and Families Act 2014.

10. Complaints procedure

Refer to the general 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 SENCo or a member of the SLT who will be able to offer advice on formal procedures for complaint if necessary.

11. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

12. Working in partnerships with parents

Cheddon Fitzpaine Church School believes that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to the correct intervention and provision.
- Continuing social and academic progress of children with SEN to enable personal success.
- Parental views are considered and valued.

13. Transition

Where a student has a current statement or EHC plan there is a legal requirement to provide an annual review. Transition planning also takes place during from the final term of Year 6 so that there is a clear plan for transition to Secondary school.

14. Links with other schools

The school is a member of The Bath and Wells Academy Trust (MAT). Please got to:

Bathwellsmat.org/our-academies/mat-academies/

The link above will give you up to date information on all of our MAT schools. Being part of the MAT enables us to build a bank of joint resources and to share advice, training and development activities and expertise.