



Chaddlewood Primary School Special Educational Needs Policy

All children who attend Chaddlewood have access to a broad and balanced curriculum suitably differentiated to meet individual needs. We seek to promote effective learning for all children through high quality teaching, to ensure they make progress, realise potential and develop a sense of worth.

At Chaddlewood we have high expectations of all our children and aim to offer excellence and choice to all, whatever their ability or needs. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Chaddlewood Primary firmly believes in developing a strong partnership with parents/carers and that this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. Parents/carers hold key information and have a critical role to play in their children's education.

The DFE Special Educational Needs and Disability Code of Practice (2014) states that:

'A pupil has SEN (Special Educational Needs) where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age.' (SEN Code of Practice p.82)

The School's LAB, Headteacher - Miss Sarah King, SENCO - Miss Stephanie Ash and all teaching staff have responsibilities to ensure that children with SEN have their needs met.

Areas of Need

We are an inclusive school, aiming to support all children and their individual needs, with high aspirations.

The Code of Practice identifies four broad areas of need;

- Communication and interaction
- Cognition and Learning
- Social, mental and emotional health
- Sensory and/or physical

At Chaddlewood, staff work together to support the development and wellbeing of all of our children, including those with Special Educational Needs.

Identification, Assessment, Provision and Review

Within every class there is a cycle of planning, teaching and assessing; this takes into account the wide range of abilities and interests that children bring to school. The majority of children will learn and progress, but those who have difficulty in doing so, may have Special Educational Needs and require further support.

Graduated Approach:

ASSESS - Teachers assess children as part of their daily teaching.

PLAN - If a need is identified they plan an appropriate intervention

DO - The intervention is implemented

REVIEW - The effectiveness of the intervention is measured and reviewed and new approaches tried as necessary.

This cycle of assessment and targeted interventions is ongoing and underpinned by high quality teaching.

When a class teacher identifies that a child is making little or no progress, he or she will provide support, which is additional to or different from the usual differentiated curriculum. The class teacher may draw up an individual Pupil Profile with clear and achievable targets. The plan may include different learning materials or equipment and allocate group or individual support. This profile will also record all strategies employed to enable the child to progress. The progress made towards achieving targets on the profile will be monitored and reviewed termly and new targets set. Parents will be invited to share their views of their child's progress and contribute to the profile at parents' meetings or by arrangement. The SENCO should monitor and review the planned action in discussion with the class teacher during SEND Review Meetings. These children are recorded as 'SEN Concern' on the SEN register.

'SEN Concern' children may require group interventions, so that they can share their learning with children with similar needs. They may work in a group on specific targets.

If, despite sustained and intensive support, the child continues to make little or no progress, advice from external agencies with specialist expertise is sought to address the difficulties that a child may be experiencing. The SENCO liaises with appropriate external agencies. These may include:

Speech and Language Team

Communication Interaction Team

School Nurse

Learning Mentor

Multi Agency Support Team including Family Support Workers and Educational Psychologist

Transition support from the local secondary schools

Common Assessment Framework

Social Services

Primary Mental Health Team

CAMHS

Woodlands

Outreach Team

Child Development Centre

All children receiving provision beyond that which is in place for the majority of children are recorded as 'SEN Support' on the SEN Register.

In a very small number of cases, the school will conclude, after they have taken action to meet the learning difficulties of a child, that the child's needs remain so substantial that they cannot be effectively met from within the resources normally available to the school. Then a proposal for consideration for an Education Health Care Plan (EHCP) is made to the Local Authority. This is only undertaken following full

discussion with parents and other professionals involved with the child. An EHC co-ordinator from the Local Authority then facilitates the EHC process.

Promoting Partnerships with Parents/Carers

Chaddlewood Primary School actively encourages an open dialogue, both formal and informal, with parents/carers and values the contributions they make. Parents/Carers have a vital role to play in their children's education. They have unique strengths, knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

We will inform parents when we first identify that a child has SEN and parents are encouraged to express similar concerns to the school. These should be made known to the class teacher in the first instance, then to the SENCO and/or Headteacher if appropriate.

Parents have access to an independent source of information and support. In Plymouth, this is provided by the Plymouth Parent Partnership Service. Information about this service is detailed in the Plymouth online directory (POD).

EYFS Transition

The SENCO and Foundation Stage teachers will liaise with the relevant preschools to plan enhanced transitions to the EYFS unit. Tailored programs of support and provision will be devised with all relevant professionals, alongside the family and the child.

Transfer from KS2 to KS3

The SENCO and Year 6 Class teachers liaise with the SENCOs specific secondary schools about children with SEN and children and tailored programs of support are put in place in the Summer term. For children with EHCPs the liaising starts in Year 5 prior through the Annual Review process.