

# Cheney School

## SEND Policy

Approved by Governors: November 2014

November 2017

Next Review Date: November 2019

## **SCHOOL ARRANGEMENTS**

### **1.1 Definition and aims**

Cheney School aims to provide high quality teaching that is differentiated and personalised to meet the individual needs of the majority of students. Some students need educational provision that is additional and different to this. This is special educational provision under Section 21 of the Children and Families Act

2014.

A child 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 child of compulsory school age has a learning difficulty or disability if she or he:

has a significantly greater difficulty in learning than the majority of others of the same age, or

has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

#### **Aims and objectives:**

The Governors and staff of Cheney School recognise that all students have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all students can develop to their full potential and become confident, independent individuals.

At Cheney School we aim to:

ensure that our curriculum is responsive to all students, whatever their individual need

promote positive attitudes and individuals' confidence, ensuring all students experience success

identify, assess, record and regularly review students' special educational needs

encourage parents/guardians to be involved in planning and supporting at all stages of their child's

development

make effective use of support services.

## **1.2 Roles and Responsibilities**

Provision for students with special educational needs is a matter for Cheney School as a whole, in line with the 2014 SEND Code of Practice.

### **1.2.1 Governors**

The school has an SEND Governor. The SENCo and SEND Governor liaise regularly to discuss provision within the school for all students with SEND. SEND is also a standing item at Governors' meetings.

The Governors of Cheney School, together with the Headteacher, have a legal responsibility for overseeing all aspects of the school, including provision for students with special educational needs, and for doing their best to ensure that the necessary provision is made for any student who has special educational needs.

They should determine the school's general policy and approach to provision for students with special educational needs and establish the appropriate staffing and funding arrangements.

An appointed representative from the governing body is actively involved in self-review, with the Headteacher and SENCo, of the provision for students with special needs and implementation of the policy within the school.

### **1.2.2 Special Educational Needs Coordinator (SENCo)**

The SENCo works closely with all staff, the Headteacher, parents/carers and outside agencies ensuring the best possible provision for students with special educational needs.

The SENCo is responsible for:

overseeing the day-to-day operation of the school's SEND policy

coordinating provision for students with SEND

ensuring the involvement of parents/guardians from an early stage and liaising with parents of students with SEND

advising on a graduated approach to providing SEND support, liaising with and advising other members of staff

helping to identify students with special educational needs, assessing and planning for progress

maintaining the school's special needs register

acting as Designated Teacher for Looked After Children with SEND

advising on the deployment of the school's delegated budget and other resources to meet students'

needs effectively

\* liaising with parents/carers of children in Years 5 and 6 with Statements/EHCPs over KS2-KS3 transition

\* working in partnership to ensure that the curriculum meets the needs of SEND students

liaising with early years providers, other schools, educational psychologists, health and care professionals, and independent or voluntary bodies

being a key point of contact with external agencies, especially the local authority and its support agencies

liaising with potential and next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned

managing teaching assistants, in liaison with Key Stage staff - liaising with Heads of Faculty, Pastoral

Heads and other key staff over the deployment, training and effectiveness of Teaching Assistants

supporting the professional development of all staff including teaching assistants

regularly liaising with the governors' representative

### **3 1.2.3 Headteacher**

The Headteacher has overall responsibility for the management of provision for students with special educational needs and keeps the governing body fully informed and works closely with the SENCo.

#### **1.2.4 Teaching Staff and Support Staff**

All staff should be familiar with this Policy. Staff at Cheney are involved in the development of the school's SEND policy and implement the procedures for identifying, assessing and making provision for students with SEND, including planning for differentiation. The identification of SEND is built into the overall approach to monitoring the progress and development of students.

All teachers are responsible for the progress of all learners including those with a special educational need. Class teachers are responsible for working with students on a daily basis and closely monitor students involved in interventions away from the main class. Teachers work closely with the Learning Support Faculty and teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

#### **1.3 Co-ordination and managing provision**

The Headteacher and SENCo meet frequently to discuss SEND issues. The SENCo meets with class teachers to give support and advice. SEND policy and provision are discussed regularly at both staff and departmental meetings in order to raise the achievement of students with SEND. Special needs provision is an integral part of the School Improvement Plan.

The SENCo oversees the provision using provision mapping. The SENCo meets regularly with staff in the Learning Support Faculty and Teaching Assistants to review progress and give advice, and monitors the placement of TA support throughout the school. This is dependent on the special needs requirements and this placement may change as the needs of students change. There is opportunity for informal daily contact between staff to discuss concerns.

Parents/guardians are kept informed by teachers and are encouraged to be involved in the support of their child whenever possible. The SENCo also liaises with parents and students with statements or Education, Health and Care Plans have an Annual review with the SENCo. Where there is a concern that parents need extra support, the staff would refer them to the Family Liaison and Outreach Worker. If the situation becomes more worrying, the CAF/TAC process would be used to identify areas for change and engage support from other professionals. Please refer to the Child Protection Policy

## **1.4 Admissions arrangements**

Cheney School strives to be a fully inclusive school. It acknowledges the range of issues to be taken account of in the process of development. All students are welcome, including those with special educational needs, in accordance with the LA Admissions Policy. According to the Education Act 1996, (Section 316), the school will admit a child with a Statement or Education, Health and Care Plan subject to the wishes of their parent/carer unless this is incompatible with the efficient education of other students, and there are no reasonable steps that can be taken to prevent the incompatibility.

## **1.5 Specialisms and special facilities**

Students' specific needs are discussed with parents/carers when admission to school is requested. The previous school and support agencies are contacted should this be appropriate. All staff have responsibility for teaching students with learning difficulties/disabilities and should any specialist advice be required, this will be arranged and acted on as appropriate.

The school has access for wheelchairs. Suitable toilet facilities are available. Where a child has a disability the SENCo and class teachers make sure that all adults are informed about effective management strategies and that other students are made aware as appropriate. Advice is sought from outside agencies on how

best to provide for the child's needs and this advice is accessible to the adults working with the child through the purple files. Arrangements are made to allow as much independence as possible, but with support available as and when necessary (see Health and Safety Policy, Equality Policy and Accessibility Plan).

### **1.5.1 Specialist training among the staff**

Staff training is undertaken in various aspects of SEND according to the needs of the students to ensure that the provision made and support given to students is appropriate and effective. The training needs of the staff including TAs are reviewed as part of the CPD process in school.

## **2 IDENTIFICATION, ASSESSMENT AND PROVISION**

### **2.1 Allocation of resources**

All schools in Oxfordshire receive funding for students with SEND in three main ways:

The base budget (element 1 funding) covers teaching and curriculum expenses as well as the cost of the

SENCo.

The notional SEND budget (element 2 funding) covers the additional educational support required.

Specific funds may be allocated to students with statements or Education, Health and Care Plans. Cheney School, as part of normal budget planning, has a strategic

approach to using resources to support

the progress of students with SEND. Cheney provides additional support up to the nationally prescribed threshold per student per year. Where the cost of special educational provision required to meet the needs

of an individual student exceeds this threshold, schools are not expected to meet the full costs of more expensive special educational provision from their core funding. The Local Authority may provide top-up funding.

## **2.2 Identification, assessment and review**

The progress of the students is assessed by staff as part of the school's tracking process up to five times a year. Where progress is slow, the first response is high quality targeted teaching. Slow progress and low attainment do not necessarily mean that a child has SEND.

All those working with students are alert to emerging difficulties and respond early.

In deciding whether to make special educational provision, the Headteacher and SENCo consider all the information gathered from within the school about the student's progress, alongside national data and expectations of progress.

Where more specific assessment is deemed to be necessary, this will be carried out by the SENCo, who may then involve other professionals from outside the school. The information gathering will include an early discussion with the students and their parents/carers. Cheney School recognises that parents/carers know their students best and we ensure we listen to and understand when parents express concerns about their child's development. Consideration of whether special educational provision is required starts with the agreed desired outcomes, including the expected progress and attainment and the views and wishes of

their parents/carers.

When a child is identified as needing SEND support, the school employs a graduated approach of Assess- Plan-Do-Review adopting the recommended model for Special Educational Needs as set out in the Code of Practice (DfE 2014). The LA SEND Guidance is used as a guide for the identification, assessment and provision for SEND, and the forms provided are used for record-keeping. A register of students with SEND is kept as a legal requirement.

Criteria for identifying SEND may include:

a child's early history and/or parental concern

low entry profile

a students' lack of progress despite receiving a differentiated curriculum

low achievement in the National Curriculum, i.e. significantly below the suggested level for their age

requiring greater attention in class due to behavioural/learning difficulties

requiring specialist material/equipment or support for sensory/physical problems

\* requiring support for examinations and assessments

The SENCo and teachers, together with specialists, and involving the students, parents/carers, consider a range of teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. Outcomes are agreed and progress reviewed up to three times a year.

Where, despite the school providing SEND support, a child has not made expected progress, school and parents may consider requesting an Education, Health and Care assessment by the local authority. The LA will expect to see evidence of the action taken by the school as part of SEND support.

Reviews of students with SEND support are held regularly and led by members of the Learning Support Department along with teachers. They provide an opportunity for parents/carers to share their concerns and, together with the child and teacher, agree aspirations for the student.

## Provision

Provision for students with SEND is additional to or different from those provided as part of the school's usual differentiated curriculum and strategies. It is a graduated response to students' individual needs. Such provision is recorded on the SEND Pupil Profile.

The school additionally makes use of alternative provision provided by Oxfordshire, as appropriate.

### 2.2.1 Categories of Special Educational Need

Students' needs and requirements fall into four broad areas, but individual students may well have needs which span two or more areas. For example, a student with general learning difficulties may also have communication difficulties or a sensory impairment.

Communication and interaction: Speech, Language and Communication needs of Autistic Spectrum

Disorder including Asperger's and Autism

Cognition and Learning: Learning difficulties; Specific Learning Difficulties e.g. dyslexia, dyspraxia, dyscalculia

Social, emotional and mental health: Behaviour reflecting underlying health difficulties; Mental health difficulties (e.g. anxiety, depression); Attention deficit disorder, attention deficit hyperactive disorder, attachment disorder

Sensory and/or physical: Hearing Impairment; Visual impairment; Physical disability; Multi-sensory impairment.

### Supporting students with medical conditions

Where students with SEND also have medical needs, their provision is planned and delivered in a co-ordinated way with the healthcare plan. Cheney School has regard for the statutory guidance supporting students at school with medical conditions (DfE, 2014). See the Supporting students with medical conditions policy [HERE](#). Health Care Plans are completed with parents/carers for [a small number of] students with complex

medical needs, to ensure that all staff are aware of the student's precise medical needs and how best to meet them within a school environment.

### **2.3 Curriculum access and inclusion**

Cheney School strives to be an inclusive school, engendering a sense of community and belonging through its

inclusive ethos

broad and balanced curriculum for all students

systems for early identification of barriers to learning and participation

high expectations and suitable targets for all students

alternative learning settings

Teaching across the school reflects Quality First principles, under which

\* responsibility lies with individual subject teachers to plan for, accommodate and review all levels of SEND

within their classes

\* faculties are responsible for developing effective policies on differentiation

\* addressing SEND is a regular feature of faculty meeting agenda

Students on the SEND register have equal access to the curriculum of the school, as detailed in the Accessibility Policy. In specific instances, the curriculum offer is tailored to meet the needs of SEND students as follows:

\* Year 7: Seven Stars group - 6 English and 4 Humanity lessons a week, following the KS3 curriculum. Work is differentiated to meet students' needs.

\* Year 8: Eight Stars group – 8 English lessons a week, following the KS3 curriculum. Work is differentiated to meet students' needs.

Other interventions across the school and who is responsible if out of the Faculty:

\* literacy interventions – 1:1 intervention following a 12-week literacy programme.

\* mentoring – working with students who are having difficulties with learning, engagement and who may have emotional and social issues.

\* bespoke programmes of behaviour support and nurture are offered through 'Cheney Plus' and 'Gateway.'

## **2.4 Evaluating success**

Parents/guardians, staff and students meet regularly, both formally and informally, to plan outcomes, revise provision and celebrate success.

The success of the school's SEND Policy and provision is evaluated through:

monitoring of classroom practice by SENCo and teachers

analysis of student tracking data and test results – for both individual students and cohorts  
value-added data for students on the SEND register

regular monitoring of procedures and practice by the SEND governor three times a Year

the school's self-evaluation process

monitoring the quality of Pupil Profiles and review meetings

the School Improvement Plan

## **2.5 Complaints procedures**

If a parent/guardian is concerned about SEND provision for their child, initial contact should be made with form tutor. A meeting will be arranged, which may include the Headteacher and/or SENCo, to discuss the concern. Parents can request an appointment with the Headteacher directly. The SEND Information and Advice Service (SEND IAS) is available to support parents in meetings concerning their child's progress and welfare.

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the Headteacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body.

## **3 PARTNERSHIP WITHIN AND BEYOND THE SCHOOL**

### **3.1 Partnership with parents**

Cheney School believes that good communication between parents/guardians and staff is essential, so that parents can share their knowledge and expertise about their child. This is important in enabling students with SEND to achieve their potential. Parents are always welcome to visit the school to discuss any

concerns about their child with teachers, at a mutually agreed time. There is opportunity for parents to discuss their child's needs, progress and strengths at parent's interviews and special needs review meetings. Parents are involved in the initial identification of their child's needs and are always part of the review process to monitor provision and progress. Wherever possible, parents are involved in any strategies instigated, and we aim to support parents with their child's difficulties if necessary. Parents are consulted and permission sought before involving outside agencies in the assessment of a child's progress or behaviour. Information about the Parent Partnership Service is given to parents, so they may use it if they wish, and information is available for parents of students with learning difficulties/disabilities in school. Parents have right of access to records concerning their child.

### **3.2 The voice of the child**

All students are encouraged to participate in discussions about their learning and to feel that their views

are valued right from the start of their education. In Cheney School we encourage students to participate in their learning by being present for at least part of review meetings,

depending on their level of maturity, to share their wishes and feelings with families and staff. This is difficult for some students, so it is important

to recognise success and achievements as part of the review process as well as addressing any difficulties.

Students are encouraged to take part in the reviews and be part of the evaluation of their successes and needs.

### **3.3 Links with other agencies, organisations and support services**

The school is able to call upon the expertise of a wide range of support services. These support services are consulted after consultation with the Headteacher or SENCo, and with the full agreement of parents. For assessment and advice from most of these services a request form must be filled in first, then additional information may be required e.g. the service's own checklist, and information about strategies already in use.

The SENCo holds contact addresses and request forms for other agencies and support services.

### **3.4 Admission and Transfer arrangements**

Cheney School is a fully inclusive school. In accordance with the Education Act 1999 (Section 316), the

school will admit a child with a Statement, or Education, Health and Care Plan, subject to the wishes of their parent/carer, unless the placement is either unsuitable to the child's age, ability, aptitude or special educational need, or incompatible with the efficient education of other students with whom the child

would be educated.

The SENCo and staff liaise over the external transfer of students with SEND. Placements are considered

carefully in order to meet a child's particular needs, and students visit their new class before transfer. Year

6 students transferring to Cheney School have the chance to visit the school during our two transfer days. For students with SEND we have a programme of extended transition including 1:1 visits, summer activities week and extended transition week. Representatives from the Cheney School visit to talk with the students. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school.

For students with Statements, or Education, Health and Care Plans, the child's statement should be amended in the light of recommendations of the annual review by 15th February in the year of transfer to ensure that time is available to make necessary transfer arrangements re/needs and provision. The SENCo of the receiving school will be invited to the final annual review in primary schools of students with statements or Education, Health and Care Plans where the particular school has been named.

### **3.5 Staff development**

The school is committed to gaining further expertise in the area of special needs education. Current training includes school-based whole school INSET, training sessions and for TAs, SENCo and TA group meetings, attendance at County meetings and the reading and discussion of documents on SEND. Individual staff development is provided by various higher education institutions. Staff meetings are arranged to respond

to the particular needs of the school. Arrangements for the induction of NQTs and new staff into the

school's policy and SEND procedures are detailed in the Staff Handbook.

### **3.6 Monitoring and review**

The implementation of this policy will be monitored by the SEND Governor.

This policy will be updated in line with new initiatives together with any streamlining of school processes. This policy will be reviewed in three years.