

# Chafyn Grove School Special Educational Needs & Disability (SEND) Policy



## Special Educational Needs and Disability (SEND) Policy

### EYFS to Year 8

#### Policy Framework

Please note that the SEND Policy technically refers to pupils with SEN or Disability. In practice, the same framework (ie, referral procedure, support, monitoring, communication and evaluation) is applied to all pupils who may have Additional Needs.

The School's Special Educational Needs and Disability (SEND) Policy provides a framework for the provision of teaching and support for pupils with Special Educational Needs and Disability. The framework refers to entitlement, access and partnership.

The Special Educational Needs Coordinator (SENCO), together with the Senior Management Team, has overall responsibility for the implementation of the SEND Policy; informed by the Children's and Families Act, 2014 and to the new SEND Code of Practice, 0 – 25 years, July 2014. The school's accessibility plan fulfils the requirements of the Equality Act, 2010, that outlines the legal requirement for all schools to improve accessibility for disabled pupils, the Children's & Families Act, 2014 and to the new SEND Code of Practice, 0 – 25 years, July 2014.

See Appendix 2 for:

Statutory regulations & requirements  
Relevant whole school policies

Where a concern has been raised, the Referral Procedure will be followed and any Special Educational Needs will be identified at the earliest possible opportunity. The assessment process will involve partnership with all those concerned with the child, including parents/carers, teachers and other professionals. The child's views will also be sought.

Details of provision and areas of responsibility will be guided by the current Code of Practice for Special Educational Needs and Disability (SEND) (*Children's and Families Act, 2014 and to the new SEND Code of Practice, 0 – 25 years, July 2014.*)

All staff should be aware of their particular responsibilities with respect to the SEND Policy. Staff should endeavour to monitor, plan, differentiate, implement and evaluate provision for all pupils, via 'Quality First Teaching' (QFT).

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They should also involve departmental heads and heads of year, when needed. More specialist advice may be given by the SENCO or Learning support department in general; this could involve further assessment of a pupil.

The Headmaster and staff should be kept informed of those children who have been identified as having Special Educational Needs, which includes pupils with either a Learning Difficulty or a Learning Disability (SEN), as well as pupils identified with relatively minor difficulties. Communication with personnel concerned with pastoral and health issues relating to the pupils will be valued. Two-way communication between all staff concerned with particular pupils, as well as the pupils' parents or carers, will be ongoing.

A holistic view of the child will be sought, in order to fully evaluate and provided for their individual needs.

When planning provision, the aim will be to remove or reduce potential barriers to accessing the physical environment, the curriculum and the provision of information. Reasonable adjustments will accordingly be made, to ensure equal opportunities to SEND pupils, within the school environment.

As children progress through the school, all information and records relating to their Individual Needs are transferred with them.

The needs of gifted or more able children should be met within the classroom, following the school's policy for Able Gifted and Talented pupils. (AGT)

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## LEARNING SUPPORT REFERRAL PROCEDURE

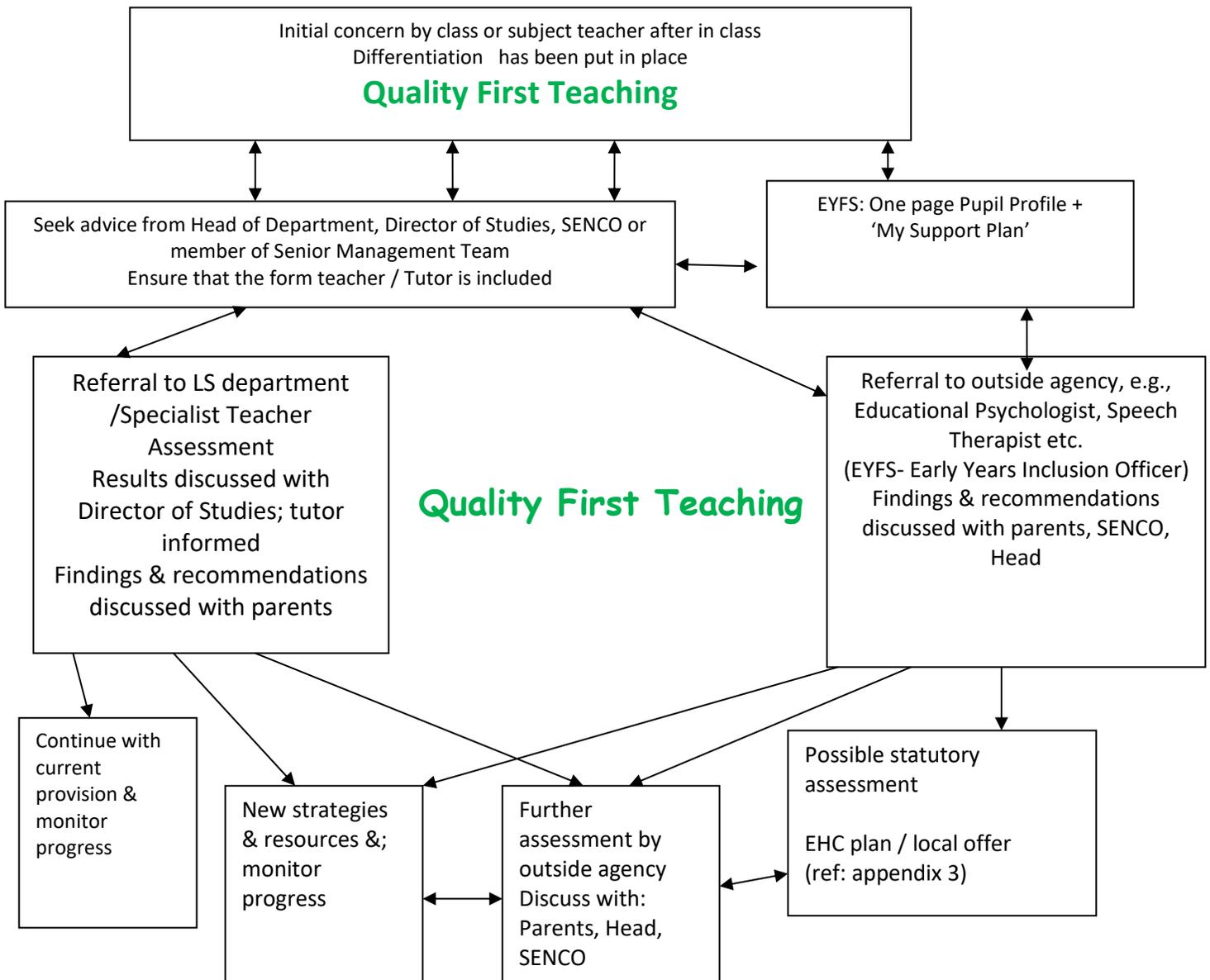
### Quality First Teaching

AT EVERY STAGE:

*Parents should be involved and kept informed  
Boarding house for boarders*

*Records should be kept*

*The Headmaster should also be fully informed*



### Quality First Teaching

Pupil Information Records

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The SENCOS (Main School & EYFS/Pre-Prep) will record and maintain a list of all pupils who have been recognized as having SEN and Disabilities; pupils with relative, minor weaknesses, who have additional provision, will also be noted. Records will include SEND pupils who are not withdrawn for specific support, as well as those having designated 'learning support'. Confidentiality will be maintained and records kept securely in Learning Support, Early Years Department and the General School Office.

'Pupil Profiles' are available to staff and parents. These will include a summary of the child's recognized strengths & weaknesses, details of provision, long term aims & general strategies; individual learning support aims & strategies and curriculum differentiation / targets.

A continuum of Individual Needs and provision will be reflected in the following terms: Special Educational Need; Disability / Learning Disability; Learning Difficulty and Relative Difficulty.

Additional support is categorized by children identified with SEN and those with a relative, minor difficulty. The SEN group will comprise those with a 'Learning Disability' and those with a 'Learning Difficulty'. Collectively, this group will be referred to as SEND (SEND COP, 2014, Equality Act 2010)

Pupils with a 'Relative Difficulty' will also be included in this school's policy, in order to ensure that their needs are met.

Where there is detailed evidence of severity of need and impact and when a pupil is not making progress despite cycles of intervention, the school might apply for an Education, Health and Care Plan from Wiltshire Council. This is a legal document that describes a young person's needs. It explains the extra help that will be given to meet those needs. Statement of SEN will be replaced by an 'Education, Health and Care Plan'. (EHC or EHCP)(For children & young people with more complex / severe needs) In Wiltshire this is generally called a 'My Plan'

It should be noted that not all pupils with SEN are 'Disabled' and only the latter are strictly subject to potential 'Disability Discrimination'. There is a duty to make reasonable adjustments for Disabled pupils. The School's Accessibility Plan should be referred to, when considering SEND pupils.  
See Appendix for definitions of:                   SEN; Learning Difficulty; Disability  
Reasonable Adjustments

Individual subject and form teachers will keep their own records of pupils' individual needs, including those who require specific monitoring.

New pupils joining the school will follow the referral procedure, following a suitable settling in period. After discussion with the Headmaster, the SENCO will advise on the best level of support to be given. Together with background information, the Headmaster must establish whether the child's needs can be met by the school and make an informed decision on whether the child would cope with the whole school curriculum. (Reference: Admissions Policy)

If the school is unable to meet the child's needs, after all avenues of reasonable adjustment have been explored, the Headmaster may recommend a more suitable placement for the child.

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## Responsibilities of the SENCO

The SENCO has overall responsibility for the co-ordination of Special Educational Needs provision. This involves:

- Ongoing operation of LS, SEND and EAL policies
- Keeping staff informed of new legislation, policies & procedures
- Ensure that Accessibility is maintained, including Access arrangements for exams & assessments.
- Maintenance of LS Pupil records and all SEND pupils
- Ensuring that accurate records are kept & confidentiality maintained
- Ensuring assessments are carried out and records of progress maintained
- Staff are kept informed of pupils with SENDA
- Maintain good communication links with the Pre-Prep department
- Liaise with external agencies as required
- On-going communication with parents
- Responsibility for statemented children and those with EHC/EHCP Plans
- Reporting to SMT on the working of the SEND Policy
- Liaise with other relevant personnel, such as the bursar, matron, health & safety committee, counselor etc.
- Liaise with other Schools regarding transfer of pupils and ensure that relevant records are made available
- Ensure that resources, including staff, are available to meet SENDA provision
- In-staff training is available to maintain skills and expertise
- Contributing to development of timetables, to ensure good time management
- Timetabling individual or group lessons for pupils, and the use of in class support in conjunction with the Head and Deputy Head (Academic)

## Assessment and Monitoring

The assessment and monitoring of children with Special Educational Needs and Disability as well as the provision of support, evaluation and record keeping will be guided by the SEND COP 0 – 25 years July 2014. Parents should be kept informed at every stage. The views of the child should also be sought where possible.

Acting on the expression of an initial concern, the class teacher should follow the Referral Procedure. (Reference, page 3 of this document)

Support will reflect a gradient of Individual Needs and will be categorized as, SEN (Learning Difficulty or Learning Disability) Minor / Relative difficulty. These pupils may receive Additional Support.

Individual Learning Support aims (Formerly termed IEPs) will be discussed with the child's parents and where possible, the views of the child will be sought. These will be reviewed twice a year and more frequently as needed. In EYFS, a 'My Support Plan' will be formulated.

Children are routinely assessed twice yearly, using standardized and diagnostic tests. Other specialist tests may be used to gain a more detailed individual profile. In some cases, external specialists may carry out further assessment. For example, Educational Psychologist, Behavioral Optometrist, Speech Therapist, Occupational Therapist, Paediatrician.

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## Range of Support:

The main focus of support is Literacy, along with general 'study' skills, handwriting, social skills and numeracy, although all areas of the academic curriculum are supported, as needs arise. Teaching staff in the department have experience and knowledge to enable the development of skills in all subject areas. Looking at the whole child, support often includes social, emotional and physical factors relating to the child.

## Accessing Learning Support

Many lessons are arranged on an individual basis, although it is sometimes more beneficial for a child to work in a small group or to be supported in the classroom. Single lessons are generally 35 minutes long (From September 2021, this will increase to 50 minutes). Where possible, pupils are taught immediately after registration, during assembly or chapel; with pupils up to year 4, they may have a lesson during their lunch break. Pupils may also be withdrawn from other lessons. Pupils with particular needs may not study Latin or an additional Modern Foreign Language, in which case they may receive learning support at those times. Where there is a small group of pupils they be given curriculum support lessons/independent learning strategies /exam preparation.

## Aims

The broad aims of Learning Support are to address underlying difficulties, develop new learning strategies and to encourage independence and to develop and maintain good self-esteem as well as a positive work ethic.

Every child is individually assessed and placed on the most suitable programmes to meet their specific needs. There is ongoing communication with other members of staff, to ensure that individual needs are also met in the general classroom.

## Communication with Staff and parents

The SENCO will ensure that all relevant information is made available for staff and that confidentiality is maintained. Within the Learning support Department, the SENCO will lead regular meetings to discuss internal issues and to implement planning and review procedures. The SENCO should ensure that they have an overview of all communications with parents and other members of staff, when related to LS pupils or to the management of the department. Confidential records will be securely held in the LS Department. In addition, the Learning Support folder, on the ICT shared drive, will be kept updated. As well as direct communication with staff and parents, e mails may be used.

We have an 'Open Door' policy and parents are welcome to meet with LS staff at any mutually convenient time.

## ASSESSMENT

Standardised and diagnostic tests of attainment are administered twice a year for Year 3-7, in addition to the baseline assessments needed to place pupils on the various teaching programmes. Where appropriate, the SENCO will apply to senior school for permission for pupils to have access arrangements in Common Entrance exams. There is ongoing communication with all staff, parents and the pupil, with respect to their progress, as well as areas for improvement. A member of the learning support department attends the verbal feedback meeting following assessments by external specialists. This enables staff to be informed of the findings and recommendations and optimizes clear communication of the child's needs.

## REPORTING

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A Learning support Report is sent home every half-term break so a full report is given 3 times a year. This outlines the areas covered in learning support lessons, the progress made, and areas / targets for development. The emphasis should be on the positive, whilst also including advice to enable improvement.

If a pupil is individually assessed by a specialist teacher, from the Learning Support department, the parents would receive a written report. Where possible, this would also be discussed at a meeting, to ensure that the findings and recommendations are fully understood.

Parents are encouraged to meet staff on a regular basis, at a mutually convenient time. Although this could be during a parents' evening, it is generally more suitable for an individual meeting to be arranged, in order to allow sufficient time in which to discuss everything.

### **MARKING**

Work should be marked sympathetically and with specific targets in mind; it may be inappropriate to correct all errors. The aim should be to focus on key areas, which may become a future learning outcome. If possible, marking should be done alongside the pupil and they should be given the chance to self-correct first. For example, the teacher could place a small dot above a word requiring correction.

### **PREP**

For pupils with Additional Needs, prep should be differentiated appropriately for their individual needs. In line with the general policy it may be necessary for the class teacher to write in the prep planner for the child to ensure clarity.

Where a child is already receiving Additional Support, their individual profile will give further information about their specific needs.

### **BEHAVIOUR AND CONDUCT**

The school policy should be followed but staff should be particularly sensitive to children who have special educational needs and / or disability, since these pupils may be more vulnerable and at greater risk of experiencing poor motivation and lowered self esteem.

### **THE LINK DEPARTMENT STAFF**

Head of Learning Support	Mrs Hannah Rogers
Specialist Teacher	Mrs Sally-Anne Harrison
Specialist Teacher	Mrs Alison Wells
EAL Specialist Teacher	Mrs Jenny McVeigh
Learning Support Lead (Pre-Prep)	Mrs Mary Sage
ELSA staff (Pre-Prep)	Mrs Becky Blackwell

### **TRAINING AND COURSES**

The SENCO must liaise with The Senior Management Team, to ensure that all staff in the department have the opportunity to attend training courses, to maintain and expand their knowledge and expertise.

### **RESOURCES**

A variety of teaching resources are used, employing multi-sensory elements to enhance learning and memory. These include audio-visual programmes and a range of software.

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## COMPLAINTS

Parents are encouraged to discuss any concerns with either the child's tutor, a member of the Learning Support Department or a member of The Senior Management Team.

The school has an official complaints procedure.

### Appendices:

1. The Local Offer.
2. Statutory regulations & requirements; key definitions
3. Learning Support Aims

Appendices: 1,2,3

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## Appendix One: The Local Offer

Wiltshire's Local Offer is a specialist website that brings together all the information about services in Wiltshire for children and young people with special educational needs or disabilities (SEND). Our 'Local Offer' covers services available to those aged 0 – 25, across education, health, social care, preparing for adulthood and leisure.

You can find out more details on our Wiltshire Local Offer website.

If you have any questions, please email [localoffer@wiltshire.gov.uk](mailto:localoffer@wiltshire.gov.uk)

### The Special Educational Needs (SEN) webpages

These pages offer guidance and information about Special Educational Needs (SEN) in Wiltshire for children, parents and carers, schools and education professionals. You can find news and updates about SEN developments in Wiltshire on the SEN news page.

For general information on SEN in Wiltshire, including information about provision, transport and the statementing process, go to information for parents/carers.

To find out more about support and information available to schools, including the Primary SENCO network and news about the SEN Strategy, go to information for schools/ education professionals.

For details of support services available to schools to help children with SEN, go to Support Services.

For information on funding, go to finance.

Call us: Tel: 01225 718095

Write to us:  
Central SEN Services  
Wiltshire Council  
Children & Education Department  
Trowbridge  
Wiltshire  
BA14 8JN

[centralsenservices@wiltshire.gov.uk](mailto:centralsenservices@wiltshire.gov.uk)

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## Appendix 2

### **Relevant statutory regulations & requirements:**

SEND Regulations 2014

SEND COP, 2014

Statutory guidance on supporting pupils with medical conditions, 2014

Teacher standards, 2012

### **Terminology:**

Reasonable Adjustments must be made to meet the needs of all pupils, including those with SEN and Disabilities

### **Reasonable Adjustments:**

Adjustments should be made when a 'Disabled' pupil would be at a substantial disadvantage, in comparison to other pupils, if the adjustments were not made.

### **Key definitions** (Statutory Guidance, Equality Act 2010)

#### **Disability:**

'Limitations going beyond the normal differences in ability which may exist among people'.

'A physical, or mental impairment which has a substantial and long term adverse effect on someone's ability to carry out normal day to day activities,' (Section 6, Equality Act 2010)

#### **Substantial:**

More than minor or trivial

#### **Long Term:**

The impairment has existed for at least 12 months, or is likely to

#### **Normal Day to Day Activities:**

These include study and education related activities.

#### **SEN (Special Educational Needs):**

'A child or young person has SEN if they have a learning difficulty or disability if he or she:

- 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.
- Has a significantly greater difficulty in learning than the majority of others of the same age, or

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- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post- 16 institutions.

(Education Act 1996, 2012; Children and Families Act 2014; SEND COP, 2014, 0 – 25 years)

Note: The existence of a medical diagnosis or a physical disability in itself does not imply that a pupil has special educational needs.

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## Appendix 3:

### LEARNING SUPPORT AIMS

- To develop a positive work ethic and to engender good self-esteem
- To enable independent access to the whole school curriculum
- To prepare the pupil for the next stage of education , including relevant exams

To fulfill these aims, the following will need to be considered:

- Recognition of an individual's particular strengths, as well as relative difficulties
- Positive feedback and praise
- Appropriate Differentiation of the curriculum, use of resources, teaching / learning strategies
- Creating an optimum, physical learning environment
- Setting attainable targets & goals
- Development of areas of weakness
- Teach independent organization & learning strategies
- Provide frameworks for revising previous knowledge and skills & their application in assessments, as well as in new tasks and curriculum topics

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### **Individual Aims and Objectives**

These are specific to each individual. Background information, together with reports from staff, parents and individual assessments are used to compile an Individual Profile and Aims and Objectives for Support. Staff are also asked to provide targets or particular areas of focus for pupils who they teach, with Additional Needs. The Individual Profile, Curriculum Targets and Learning Support Aims create A 'Provision Map' for each pupil identified as having Additional Needs. Individual aims are identified, along with specific areas of focus and short term objectives. Learning Support Aims are reviewed regularly; pupils are involved in this process. Individual targets are often by 'entrance criteria', or expectation, rather than attainment, in order to allow for some flexibility in the rate of progress.

A variety of structured programmes and teaching materials are available in the department. Children are screened, using appropriate standardized and diagnostic tests, to enable them to be placed at the appropriate level on the selected teaching programmes. Work relates to their identified needs and to the specific short term teaching targets.

Learning support staff liaise closely with teaching staff across the curriculum, in order to provide relevant support as topics are covered in general lessons.

### **Learning Support Lessons**

Lessons do not follow a set format; however, the following elements are generally included:

- Review of skills / knowledge
- Structured, cumulative acquisition of skills
- Multi-sensory methodology
- Incorporation of memory & personal organization strategies
- Encourage meta-cognition (awareness of own strengths & weaknesses)
- Aim for independent task analysis & learning
- Consolidation of new concepts / methods. For example, by the use of ICT

A lesson would typically include a series of short, varied activities but could also focus on a single skill, such as reading comprehension or spelling

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### Examples of Skill Areas covered:

<p>Literacy          Mathematics          Processing          Memory          Organisation          Problem Solving          Planning          Writing          Fine Motor skills          Social / Emotional          General curriculum support          Time management          Use of word processors / typing          Use of Exam Access Arrangements</p>	<p><b>English as an Additional Language:</b></p> <p>Communication &amp; Speech          Reading          Writing          Vocabulary &amp; Grammar          Culture &amp; English life          Curricular language &amp; support</p>	<p><b>Study Skills:</b></p> <p>Organisation          Planning          Revision          Notes          Exam skills          Specialist vocabulary          Independence          Research</p>
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