

# SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

This policy is informed by the Christian values which are the basis for all of CDAT's work and any actions taken under this policy will reflect this.

*'Blessed are those who act justly, who always do what is right'*

*Psalm 106:3*

**School/academy Name:**

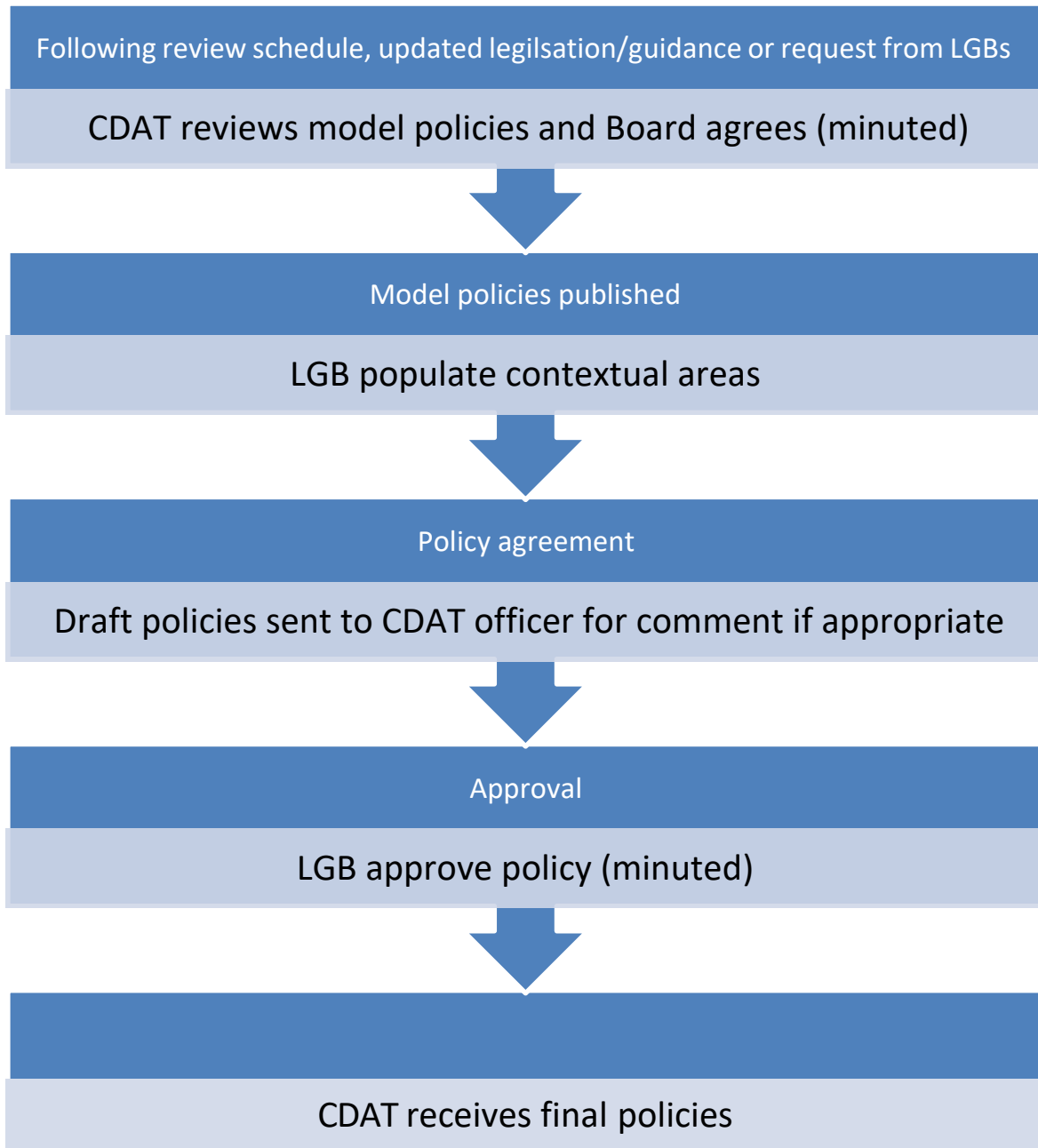


**SEND Co-ordinator: Miss Abigail Welch**

**Designated Governor for SEND: Mrs Rachel Brodin**

Date agreed by LGB	Review Date	Signed Chair of LGB
	September 2021	

## Policy Process



## Contents

1. Introduction .....	4
2. Statement of Intent.....	4
3. Aims and Objectives .....	5
4. Responsibility for the Policy and Procedure.....	5
4.1 Role of CDAT.....	5
4.2 Role of the Local Governing Body (LGB) .....	5
4.3 Role of the Principal.....	5
4.4 Role of the Special Needs Co-ordinator (SENCO) .....	6
4.5 Role of the Nominated Governor .....	6
4.6 Role of Class Teachers.....	6
4.7 Role and Rights of Parents.....	7
4.8 Role and Rights of Pupils .....	7
5. Admissions .....	7
6. Curriculum.....	7
7. Range of Provision .....	7
8. Identification, Assessment and Level of Intervention.....	7
8.1 Early Identification.....	7
8.2 Assessment .....	7
8.3 Intervention .....	7
9. Complaints Procedure .....	9
10. In-Service Training.....	9
11.3. Raising Awareness of this Policy .....	9
12. Equality Impact Assessment .....	9
13. Evaluation and Review .....	9

## 1. Introduction

A child or young person has special educational needs 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 he or she:

- has a significantly greater difficulty in learning than the majority of children of the same age; or
- 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
- is likely to fall behind if special educational provision was not made for them (Children's and Families Act 2014)  
SEND Code of Practice (2015)

Special educational provision means:

- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age

When organising additional support, it is very important that all CDAT schools/academies provide children with Special Educational Needs with a broad and balanced curriculum that provides regular access to all subjects and areas of learning. Children with Special Educational Needs should not be routinely segregated from their class teachers and peers but included as much as possible within their class.

CDAT and its schools/academies will ensure that teachers and teaching assistants (TAs) are prepared for dealing with the challenges and complex difficulties posed by children with Special Educational Needs by providing structured training on a variety of Special Educational Needs issues. Teachers are responsible and accountable for children's learning and teaching assistants should be used effectively to provide the necessary support for children with Special Educational Needs within the classroom. All teachers are teachers of SEN and are responsible and must ensure appropriate provision for children who have a disability which prevents them or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

CDAT has a commitment to promote equality and believes this policy is in line with the Equality Act 2010.

## 2. Statement of Intent

It is the aim of CDAT to provide every child with the best education possible. The objective of setting out this policy is to make everyone aware that CDAT and its schools/academies want all pupils to benefit as fully as possible from the education provided.

CDAT will cater for pupils who experience difficulties in:

- communication and interaction;
- cognition and learning;
- sensory and/or physical and medical conditions;
- social, mental and emotional health.

Identifying behaviour as a need is no longer an acceptable way of describing SEN.

## 3. Aims and Objectives

**CDAT and its schools/academies aim to:**

- identify pupils with special educational needs as early as possible and ensure that their needs are met;
- have in place systems whereby teachers are aware of such pupils and how to meet their needs;
- provide all children with a broad and balanced curriculum that is differentiated to the needs and ability of the individual;
- be sympathetic to each child's needs by providing a strong partnership between children, parents, governors, CDAT and outside agencies in line with the Local Offer; ensure all pupils make effective progress and realise their full potential;
- ensure all pupils take a full and active part in school/academy life.

## 4. Responsibility for the Policy and Procedure

### 4.1 Role of CDAT

**CDAT will:**

- ensure there is a policy for Special Educational Needs and related policies in place including the School Offer to parents;
- assign a Director to take responsibility for Special Educational Needs;
- delegate the powers for ensuring the effective implementation of the Special Educational Needs policy to the local governing body (LGB) and that parents in the academy are informed of both the policy and the School Offer;
- require the LGB to provide an annual report of the effectiveness of Special Educational Needs provision as well as provide as part of the half-termly progress reports any significant progress or issues in relation to SEN;
- require the LGB to provide an annual report to parents on SEN provision.

#### 4.2 Role of the Local Governing Body (LGB)

##### The LGB will:

- be responsible for the effective implementation, monitoring and evaluation of this policy;
- have regard to the Code of Practice when undertaking its responsibilities;
- be responsible for ensuring that the school/academy complies with all equality's legislation;
- be responsible for ensuring funding is in place to support this policy;
- designate a governor to be responsible for special educational needs and ensure appropriate training is provided for them;
- appoint a member of staff to be the Special Educational Needs Co-ordinator and ensure they are trained in line with guidance for the Code of Practice 2014;
- delegate powers and responsibilities to the Principal to ensure all school/academy personnel and visitors to the school/academy are aware of and comply with this policy;
- be responsible for ensuring the special educational needs policy is made available to parents on-line, including the School Offer for Parents;
- be responsible for ensuring that the School Council is involved in the development, approval, implementation and review of this policy;
- expect the designated governor to liaise with the Principal and the SENCO on a regular basis about the effectiveness of SEN provision and report back to the LGB ongoing progress to inform the half -termly report for the CDAT Board;
- expect the designated governor, in liaison with the Principal and the SENCO, to provide an annual special education report for the LGB and that will be presented to the CDAT Board and be used to report annually to parents on the effectiveness of the school/academy's special educational needs policy;
- report annually to parents on the effectiveness of the school/academy's special educational needs policy;
- be responsible for ensuring this policy is maintained and updated regularly and complies with any direction from CDAT.

#### 4.3 Role of the Principal

##### The Principal will:

- ensure all school/academy personnel, pupils and parents are aware of and comply with this policy;
- ensure that the daily management of special educational needs provision is effective;
- work closely with the SENCO, the designated governor for special educational needs and the teaching and support staff;
- keep the LGB informed of all matters relating to its responsibilities for the provision of special educational needs;
- inform parents when special educational needs provision has been made for their child;
- provide leadership and vision in respect of equality:
- provide guidance, support and training to all staff;
- monitor the effectiveness of this policy;
- working with the designated governor for special educational needs annually report to the LGB on the success and development of this policy.

#### 4.4 Role of the Special Needs Co-ordinator (SENCO)

##### The SENCO will:

- work with the Principal to oversee the day to day provision for pupils with special educational needs within the school/academy;
- lead the development of special educational needs throughout the school/academy;
- provide guidance and support to all staff;
- organise and manage the team of Learning Support Assistants (LSAs);
- prepare and keep up to date a system for assessing and reviewing progress

- track the progress of children with special educational needs;
- organise training for school/academy personnel;
- keep up to date with new developments and resources;
- liaise with parents;
- ensure termly reviews of SEN children progress;
- work closely with outside agencies; in line with Local Offer;
- work with feeder or transition school/academies;
- review and monitor;
- annually report to the LGB on the success and development of special educational needs.

#### 4.5 Role of the Nominated Governor

##### **The Nominated Governor will:**

- work closely with the Principal and the coordinator;
- ensure this policy and other linked policies are up to date;
- ensure that everyone connected with the school/academy is aware of this policy;
- report to the LGB every term;
- annually report to the LGB on the success and development of this policy.

#### 4.6 Role of Class Teachers

##### **Class teachers will:**

- be responsible and accountable for the progress and development of all pupils in their care. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEN. Additional intervention cannot compensate for a lack of good quality first teaching;
- be aware of the school/academy's policy for the identification and assessment of pupils with special educational needs and the provision it makes for them;
- plan, deliver, review and update the individual programme for each special educational need pupil as set out in their SEN support plan;
- develop SEN support plans for special educational needs pupils by working closely with the SENCO and support staff;
- comply with all aspects of this policy;
- undertake appropriate training and be proactive in seeking out opportunities for CPD.

#### 4.7 Role and Rights of Parents

##### **CDAT schools/academies will encourage and support parents:**

- to work closely with the school/academy in order to develop a partnership that will support special educational needs pupils and ensure they make progress;
- to take part in the review of SEN support plans and take a role in setting targets for their children;
- to attend reviews and meetings.

#### 4.8 Role and Rights of Pupils

##### **CDAT schools/academies will encourage pupils with special educational needs to understand their rights and to take part in:**

- assessing their needs;
- setting learning targets;
- reviews.

## 5. Admissions

##### **CDAT schools/academies will:**

- treat all applications equally and not discriminate against pupils with special educational needs;
- admit those children with special educational needs but who do not have an Education Health and Care plan;
- not refuse admission to children with special educational needs because they feel that they will be unable to provide the necessary support.

## 6. Curriculum

##### **CDAT schools/academies will provide for pupils:**

- a broad and balanced curriculum
- a curriculum which is differentiated to their needs
- a range of teaching strategies to meet their needs
- SEN support plans, which set a small number of targets, closely matched to the pupil's needs

## 7. Range of Provision

### **CDAT schools/academies will provide a variety of provision by way of:**

- in-class support either individually or in small groups with specialist teachers and/or learning support assistants;
- withdrawal support either individually or in small groups with specialist teachers or LSAs.

## 8. Identification, Assessment and Level of Intervention

### 8.1 Early Identification

It is vital that pupils with special educational needs are identified at an early stage. Every teacher in this school/academy is responsible for identifying pupils with special educational needs.

Parents will be informed at the earliest opportunity of the school/academy's concerns and that the appropriate special educational needs provision has been made for their child.

### 8.2 Assessment

It is essential that all teachers in the school/academy have the necessary observational skills to identify pupils with special educational needs at an early stage. Teacher observations, records from feeder school/academies and information from parents should be the basis for an understanding of a child's problems and subsequent needs.

Each CDAT school/academy will establish a procedure for on-going diagnostic assessments and standardised tests.

### 8.3 Intervention

As advocated in the Code of Practice (CoP) 2014, once a decision is made to place a child on the SEN record, they will begin to receive SEN support. SEN support can be triggered through concern that despite receiving differentiated teaching and additional intervention the child:

- makes insufficient progress;
- works at levels significantly below others of a similar age;
- shows persistent social, emotional and mental difficulties;
- has sensory or physical problems which hinders progress;
- experiences communication or interaction difficulties, which require an individual specific intervention in order to achieve access to learning;
- shows difficulty developing literacy or numeracy skills;
- has sensory or physical problems, which continue despite the use of specialist equipment;
- has communication and / or interaction problems, which continue despite curriculum differentiation.

### **The TEACHER will consider an appropriate approach such as:**

- agreeing the level of provision to be provided in consultation with the SENCO This could include using resources from an outside agency;
- formulating the SEN support plan and ensure that there are living records which set out exactly what needs have been identified, how to remove key barriers to learning effectively i.e. what works, and the clear outcomes to be achieved within a termly time frame;
- evidencing progress according to the outcomes in the SEN support plan and feeding into progress meetings;
- further differentiating by providing different materials or equipment;
- deploying LSA, staff and manage the delivery of appropriate intervention;
- monitoring the effectiveness of these interventions and plan next steps;
- deploying and managing extra staff to work closely with pupils when appropriate;
- providing more effective strategies via staff development or training;
- providing group support;
- providing interventions and monitoring their effectiveness by providing extra adult time;
- using other agencies and LA support for advice on strategies and equipment or staff training;
- consulting with parents.

**The SENCO will:**

- consult with parents;
- advise and support the class teacher;
- maintain a record of all children who are receiving SEN support;
- ensure an appropriate SEN Support Plan is in place which will record strategies for pupil progress by concentrating on individual targets that closely match the pupil's needs;
- ensure SEN support plans are reviewed termly and will record the extent to which targets have been met and agree next steps;
- ensure that in an SEN support plan review, new targets are set, new strategies are outlined and the provision made;
- ensure relevant background information is in place.

**A Statutory Assessment** may be requested from the Local Authority (LA) if the child still remains a cause for concern and an Educational Health and Care Plan (EHCP) will be provided if the LA feels that the child requires provision beyond what the school/academy can offer.

**An EHCP will:**

- outline details of the LA's assessment of the child's special educational needs;
- state the special educational provision which will be made to meet those needs;
- identify the type of school/academy which the LA believes would be appropriate to make such provision;
- identify either the school/academy which it considers to be suitable or the school/academy for which the parents have expressed a preference;
- state where the special provision is to be provided otherwise than at school.

**The Termly Review will:**

- assess the progress of the pupil in relation to the SEN support plan targets;
- review the provision made for the pupil;
- set new targets for the following term.

**A transitional review**, that is when pupils leave the primary to the secondary phase, enables the receiving school/academy to plan appropriate provision for the child. Careful planning to ensure smooth transition from each key stage will be implemented.

## 9. Complaints Procedure

There is an open-door policy which encourages parents to come in when and if they have a concern.

Parents who feel this is unsatisfactory will be able to access the school complaints policy which is available on the school's website.

## 10. In-Service Training

Identified in-service training should be undertaken in line with the school/academy's Professional Development Policy. The designated governor should attend training to support their understanding of SEND and aid their monitoring role.

## 113. Raising Awareness of this Policy

This policy will be highlighted through:

- the school/academy Handbook/Prospectus;
- the school/academy website and the School Offer;
- the Staff Handbook;
- meetings with parents such as introductory, transition, parent-teacher consultations and periodic



- curriculum workshops;
- meetings with school/academy personnel;
- reports such annual report to parents, Principal reports to the LGB and reports to CDAT

## 12. Equality Impact Assessment

Under the Equality Act 2010 schools/academies have a duty not to discriminate against people on the basis of their age, disability, gender, gender identity, pregnancy or maternity, race, religion or belief and sexual orientation.

This policy has been equality impact assessed and CDAT believes that it is in line with the Equality Act 2010 as it is fair, it does not prioritise or disadvantage any pupil and it helps to promote equality.

## 13. Evaluation and Review

An evaluation of the effectiveness of the **SEN provision** provided by the school/academy will be undertaken annually by the Designated Governor on behalf of the LGB and reported to parents in the Annual Governors Report.

The LGB will provide an annual report of the effectiveness of Special Educational Needs provision to CDAT as well as reporting any significant progress or issues in relation to SEN as part of the half-termly progress reports any significant progress or issues in relation to SEN.

A review of the **Special Educational Needs policy** document will be undertaken every year.

## 14. Cheshire East SEN Toolkit

The Cheshire East SEN toolkit and Graduated Approach are to used to identify Special Educational Needs, plan and devise targets and find appropriate baseline assessments and interventions.

The Cheshire East toolkit is to be read in conjunction with this policy.