

**Milton Keynes Education Trust**

# **New Chapter Primary School**



## **Special Educational Needs and Disability Policy**

Date approved by Board of Governors	September 2014
Committee	LTW
Review date - Annual	September 2020
Responsible officer	Headteacher

Revision	Date	Author	Comments
Section 1	08.18	RT	SENCo (NASENCo) qualification added
Reformatting of the section numbers	08.18	RT	Throughout the document
10.3	08.18	RT	Personalised outcomes
11.2	08.18	RT	Paragraph added
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15.9	08.18	RT	Added an assessment relating to an
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21.3	08.18	RT	Added with support from the SENCo.
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Section 32	08.18	RT	Pupil participation changed to voice
Name of policy	09.19	RT	Disabilities added to name of policy
1.3	09.19	RT	New headteacher's name added
1.4	09.19	RT	New Deputy headteacher's name added
15.2	09.19	RT	Order of the first two broad areas swapped around

## Contents

<b>Milton Keynes Education Trust</b> .....	<b>1</b>
Section 1 Contact Details .....	5
Section 2 Context and Aims .....	5
Section 3 The school's objectives: .....	6
Section 4: Identifying Special Educational Needs .....	6
4.4 The Four Broad Categories of Need: .....	7
4.4a Communication and Interaction .....	7
4.4b Cognition and Learning .....	7
4.4c Social, Emotional and Mental Health Difficulties .....	7
4.4d Sensory and / or Physical Needs .....	7

<b>Section 5 A Graduated Approach to SEND Support</b> .....	<b>8</b>
a) Universal support.....	8
b) Targeted Provision .....	8
c) Personalised Provision .....	8
Section 6 How will we support a child who has been identified as having SEND?.....	9
Section 7 Nature of Intervention .....	10
Section 8 Early Identification .....	10
Section 9 Code of Practice Triggers SEN Support – (Targeted).....	11
Section 10 Code of Practice Triggers SEN Support – (Personalised).....	11
Section 11 Formal Assessment – Top up Funding .....	12
Section 12 Educational Healthcare Plans.....	12
Section 13 Statutory Assessment of Special Educational Needs .....	13
Section 14 School request for an Educational Healthcare Plan.....	13
Section 15 Educational Health Care Plans .....	14
Section 16 Conversion of Statements to Educational Health Care Plans .....	15
Section 17 English as an Additional Language .....	15
Section 18 Newly arrived EAL children .....	15
Section 19 Managing Pupils’ Needs on the SEND Central Record.....	16
Section 20 Individual Learning Plans .....	16
Section 21 Intervention Reviews .....	16
Section 22: Criteria for exiting the SEND central record.....	17
Section 23 Supporting Pupils and Families .....	17
Section 24 Partnership with pupils .....	17
Section 25 Partnership with Parents/Carers.....	17
Section 26 Access to the Curriculum .....	18
Section 27 Access to the Wider Curriculum.....	19
Section 28 Admissions Arrangements .....	19
Section 29 Access Arrangements.....	19

Section 30 Supporting Pupils at School with Medical Conditions .....	19
Section 31 Monitoring and Evaluation of SEND.....	19
Section 32 Pupil Voice.....	20
a. Pupil interviews.....	20
b. Questionnaires .....	20
c. Self-evaluation (pictures, written answers).....	20
d. Surveys .....	20
e. Pupil set outcomes.....	20
Section 33 Training and Resources .....	20
Section 34 Roles and Responsibilities .....	21
34.1 Whole School Staff.....	21
34.2 The Governing Body.....	21
34.3 The Headteacher.....	22
34.4 The SENCo .....	22
Section 35 Storing and Managing Information .....	23
Section 36 Reviewing the Policy .....	23
Section 37 Accessibility Plan .....	23
Section 38 Dealing with complaints.....	23
Section 39 Safe to Learn .....	23
Section 40 Appendices .....	24
<b>Appendix 1</b> .....	25
<b>Appendix 2</b> .....	<b>Error! Bookmark not defined.</b>

## Section 1: Contact Details

**1.1 SENCo:** Mrs Rachael Trigg. **Telephone:** 01908 679809

The SENCo (NASENCO) is a member of the school's Senior Leadership Team

**1.2 Governor with Responsibility for SEN:** Caron Gardener-Potter **Telephone:** 01908 679809

**1.3 The designated person for Safeguarding:** Mr John Billing (Headteacher)

**1.4 The Deputy designated Safeguarding Lead:** Mrs Jill Dunkley (Deputy Headteacher) and Miss Alice Hedges (Pastoral Lead)

## Section 2: Context and Aims

2.1 All children have a human right to be educated alongside their peers.

2.2 At New Chapter Primary School, we are fully committed to meeting the needs of all children, including those pupils with Special Educational Needs and Disabilities.

2.3 New Chapter has due regard to and complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (2014) and the Disability Discrimination Act 2005.

2.4 This policy needs to be read in conjunction with the **Equalities and Diversities Policy, Safeguarding policy, Accessibility Plan, Behaviour Policy, Safe to Learn Policy and Attendance Policy**. This school does not discriminate against children on the grounds of race, gender or ability. We seek to enable all children to have reasonable access to the curriculum.

Further information regarding Diversity and Equality in Milton Keynes can be found at:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/ethnic-minority-achievement/equality-and-diversity>

2.5 Every teacher is a teacher of every child or young person - including those with SEND.

2.6 In providing for those pupils defined as having Special Educational Needs (SEN), at New Chapter we aim to ensure that:

- a. All pupils are valued equally;
- b. All pupils make progress;
- c. All pupils' needs are met;
- d. All pupils have access to a broad and balanced curriculum;

- e. Special Educational Needs are identified and assessed as early as possible;
- f. We work proactively with relevant outside agencies, including Social Services, parent support groups, psychologists and medical services, in identifying and meeting the needs of the children with Special Educational Needs;
- g. We maintain and develop a range of expertise within the school;
- h. We monitor, review and evaluate the SEND policy and provision annually;
- i. We work in close partnership with parents/carers and children.

### **Section 3: The school's objectives:**

3.1 To identify and provide for pupils who have special educational needs and additional needs.

3.2 To work within the guidance provided in the SEND Code of Practice, 2014.

3.3 To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.

3.4 To provide a Special Educational Needs Co-ordinator who will work with the SEN Policy.

3.5 To provide support and advice for all staff working with special educational needs pupils

### **Section 4: Identifying Special Educational Needs**

4.1 The Special educational needs (SEN) - SEND Code of Practice, 2014 states:

- A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she:
  - a) has a significantly greater difficulty in learning than the majority of others of the same age, or;
  - b) 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.

4.2 At New Chapter Primary School we identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

4.3 Within the Code of Practice, SEND is categorised into 4 areas of need. These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to identify what action we as a school need to take - not to fit a pupil into a category.

## **4.4 The Four Broad Categories of Need:**

Special educational provision should be matched to the child's identified SEND. Children's SEND are generally thought of in the following four broad areas of need and support:

### **4.4a Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Aspergers Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **4.4b Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **4.4c Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools.

### **4.4d Sensory and / or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These

difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Within the demographics of New Chapter, we consider the variables that are not considered to be SEND but which may impact upon a pupils' level of progress and subsequent attainment. Below are examples of other factors which may impact upon a child at any point in their life at school and beyond:

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

4.5 It must be noted that identifying behaviour as a need is no longer an acceptable way of describing SEND. Any concerns relating to child or young person's behaviour should be described as an underlying response to a need which we as a school will be able to recognise and identify clearly as we will know the child/young person well.

## Section 5: A Graduated Approach to SEND Support

5.1 The Graduated Approach can be seen as encompassing three levels of provision and support:

- a) **Universal support** can be seen as underpinning all provision and support. Universal Teaching is evidenced as the most important factor for determining the effectiveness of intervention and attainment for CYP with SEND.
- b) **Targeted Provision** and support will be used where a CYP, despite universal support, is not making the progress expected. Intervention will be developed to help the CYP 'catch up and keep up,' targeted provision will focus on the areas of need relevant to the CYP and may encompass support with behaviour and/or attendance.
- c) **Personalised Provision** and support will be used, where, despite universal support and targeted intervention, the CYP is not making the progress expected. Provision and support at this level will include advice from external agencies and CYP with the highest level of need will also have an Individual Educational Healthcare Plan.

5.2 High quality teaching, differentiated for individual pupils, is the first step in responding to the pupils at New Chapter who have or may have SEND.

## **Section 6: How will we support a child who has been identified as having SEND?**

6.1 At New Chapter we believe that children are entitled to have their needs identified, assessed and addressed at the earliest possible stage.

6.2 We are aware however, that children in EYFS are very young and come to school with very different experiences.

6.3 Children must be given time to settle into their new environment and become used to the routines and expectations of school life.

6.4 During their first term, many of the teacher's initial concerns about a child may be resolved as they become used to the school situation.

6.5 This procedure is also followed when children transfer from another school where no SEND have been identified and concern is expressed by the new class teacher at New Chapter. This allows for the settling in period, previously explained, before further action is taken.

6.6 If a child is identified as having a Special Educational Need after a Baseline Assessment, the school will endeavour to:

- a) Use information from the child's previous educational experience to provide starting points for the development of an appropriately differentiated curriculum for the child.
- b) Identify and focus attention on the child's skills and highlight areas for early action to support the child within the class.
- c) Provide learning situations that support the child's needs, either in a large group, small group or on an individual basis.
- d) Use Curriculum and Baseline Assessment procedures to allow the child to show what they know, understand and can do, as well as to identify any learning difficulties.
- e) Ensure that on-going observation and assessments provide regular feedback to teachers and parents about the child's achievements and experiences and that these form the basis for planning the next stages of learning.
- f) Involve parents in developing and implementing a joint approach at home and in school.

6.7 Provision of pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

6.8 Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.

6.9 When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.

6.10 If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive at universal, targeted and personalised level. We will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

6.11 Governors are responsible for monitoring the effectiveness of the provision that is put in place for pupils identified with SEND.

## **Section 7: Nature of Intervention**

7.1 The SENCo and the child's class teacher will decide on the action needed to help the child to progress in the light of their earlier assessment. This may include:

- a) different learning materials or special equipment;
- b) some group or individual support;
- c) extra adult time to devise the nature of the planned intervention and to monitor its effectiveness;
- d) staff development and training to introduce more effective strategies;
- e) access to LA support services for one-off or occasional advice on strategies or equipment

## **Section 8: Early Identification**

8.1 At New Chapter Primary, children are identified as having SEND through a variety of ways, including:

- a) Liaison with your child's previous school /early years setting;
- b) Concerns raised by parents/carers;
- c) Concerns raised by your child's class teacher or the school's SENCo;
- d) Issues raised as a result of poor self-esteem identified and /or behavioural concerns which are affecting performance;
- e) Liaison with external professional bodies (e.g. speech and language therapist);
- f) Medical diagnosis.

8.2 All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age (in some instances children are taught a year below their chronological age as agreed by all parties involved).

8.3 All teachers in their planning and teaching strive to:

- a) Provide suitable learning challenges
- b) Meet the pupils' diverse learning needs
- c) Remove the barriers to learning and assessment

8.4 With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills, including the use of ICT. Where appropriate, materials are modified, or support is provided to enable pupils with SEND to access the learning or the assessment processes.

## **Section 9: Code of Practice Triggers SEN Support – (Targeted)**

9.1 The triggers for intervention through SEN Support (Targeted) could be the teacher's or others' concerns. This must be underpinned by evidence about a child who, despite receiving differentiated learning opportunities:

- a) When a class teacher or the SENCo identifies a child with special educational needs, the class teacher will provide interventions that are additional to, from those provided as part of the school's usual differentiated curriculum. This will be called SEND Support (Targeted). The triggers for intervention through SEND Support (Targeted) will be concern, underpinned by evidence, about a child who despite receiving differentiated learning opportunities
- b) Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum area.
- c) Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
- d) Has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment has communication and/or interaction difficulties and continues to make little or no progress despite the provision of a differentiated curriculum.
- e) In some cases, outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assisting in planning future support for them in discussion with colleagues and monitoring the action taken. The child's class teacher will remain responsible for working with the child on a daily basis and for planning and delivering an individualised programme. Parents will always be consulted and kept informed of the action taken to help the child, and of the outcome of this action.

## **Section 10: Code of Practice Triggers SEN Support – (Personalised)**

10.1 The triggers for SEND Support (Personalised) could be that, despite receiving an individual programme and/or concentrated support under SEND Support (Targeted), the child:

- a. Continues to make little or no progress in specific areas over an extended period;
- b. Continues working at National Curriculum levels substantially below that expected of children of a similar age;
- c. Continues to have difficulty in developing Literacy and mathematical skills;

- d. Has emotional or behavioural difficulties that interfere, substantially and regularly, with the child's own learning, or that of the class group, despite having an Individual Behavioural Plan (IBP);
- e. Has sensory or physical needs and requires specialist equipment or regular advice or visits by a specialist service;
- f. Have continuing communication or interaction difficulties that have impeded the development of social relationships and caused substantial barriers to learning;
- g. Has been subject to a serious incident or illness that has led to injury or severe emotional distress that now requires significant additional support.

10.2 SEND Support (Personalised) is the next stage in the SEND support and assessment process when external services become involved. The school or parents approach specialist consultants. These consultants usually see the child in school, if that is practicable, so that they can give advice to teachers on new interventions with fresh targets and accompanying strategies. The support could include assessment and writing reports or advice as well. The kinds of advice and support vary according to the needs of the child.

10.3 A request for support from external services is likely to follow a decision taken by the SENCo and colleagues, in consultation with parents, at a review of the child's intervention support.

At a targeted level, external support services will usually see the child so that they can advise teachers on personalised outcomes and accompanying strategies, provide more specialist assessments to inform planning and the measurement of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

10.4 When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the child directly. The resulting interventions support for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the child's tracker continues to be the responsibility of the class teacher.

## **Section 11: Formal Assessment – Top up Funding**

11.1 Documentation required for any means of formal assessments is the responsibility of the SENCo. For such applications, the SENCo will request a range of information from the parents, class teachers and other agencies.

11.2 In order for a school to make an application for additional funding, they must evidence detailed costings and breakdowns of the delegated resource for each child or young person within the request and details of how the SEND (notional) budget is used within the whole school. Requests can be made weekly, but schools are only able to attend once per term, so as to encourage schools to think holistically across their school and the support they require for high needs.

## **Section 12: Educational and Healthcare Plans (EHCPs)**

12.1 The Special Educational Needs of the majority of the children at New Chapter should be met effectively through the SEND Support – Targeted or Personalised levels. However, in a small number of cases, where the child remains a significant cause for concern after intervention at the Specialist level of

support, we will make an application to the Local Authority (LA) for an Educational Healthcare Plan (EHCP).

12.2 Statutory assessment constitutes consideration by the LA working co-operatively with parents, the child's school and as appropriate, other agencies, to decide whether an EHCP is necessary. If so, the assessment is conducted in close collaboration with the parents, school and other agencies.

## **Section 13: Statutory Assessment of Special Educational Needs**

13.1 Educational Healthcare Plans involves consideration by the LA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether an EHCP assessment of the child's special educational needs is necessary.

13.2 A child will be brought to the LA's attention as possibly requiring an assessment through a request by the child's school, from a parent, or a referral by another agency.

13.3 Where the evidence presented to the LA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LA will consider the case for a statutory assessment of the child's special educational needs.

13.4 The LA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LA to determine the child's special educational provision through an Educational Healthcare Plan.

## **Section 14: School request for an Educational Healthcare Plan**

14.1 At the point at which schools think a child/young person is likely to require an EHC plan, schools will be required to attend the SEND Inclusion Forum meeting (SIF) to discuss the child/young person.

14.2 The purpose of this is to move away from a paper heavy exercise towards a model that allows the Local Authority to support schools in agreeing outcomes and timescales at the point that schools are starting to think that the child or young person's needs are long term and complex. This will ensure that schools can be confident that at the point they make the request for an EHC needs assessment, the Local Authority is more likely to agree to proceed.

14.3 Schools will request attendance at the SIF by completing the 'preparing for EHCP' paperwork. Once school have completed the agreed actions from the SIF, schools can submit their Request for an EHCP needs assessment which will be considered without the need to attend a further SIF.

14.4 In order to attend the SIF, schools must submit information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through Targeted and Specialist levels of support.

14.5 This information may include:

- a) Individual trackers and monitoring records for the pupil.
- b) Records of regular reviews and their outcomes.
- c) The pupil's health including the child's medical history where relevant.
- d) National Curriculum attainment in literacy and mathematics.
- e) Educational and other assessments, for example from an advisory specialist support teacher or an Educational Psychologist.
- f) Views of the parents and of the child involvement of other professionals such as health, social services or education welfare service.

## **Section 15: Educational Health Care Plans**

15.1 Education, Health and Care Plans are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence.

15.2 The guidelines for requesting an EHCP assessment reflect the four main areas of need, outlined in the 2014 Code of Practice:

- a) Communication and Interaction;
- b) Cognition and Learning;
- c) Social, Emotional and Mental Health;
- d) Sensory and/or physical needs;

15.3 The guidelines ask those requesting an EHCP Needs Assessment for a child or young person to submit evidence not only about the child/young person's needs but also about the following:

- a) Interventions and support that has been put in place by the child or young person's setting;
- b) How progress has been monitored and interventions reviewed;
- c) Information on how the difficulties impact the child or young person's ability to learn and develop independence;
- d) What advice has been sought and acted on from external agencies.

15.4 The SENCo is responsible for completing the EHCP Needs assessment process. They must consult the parents about starting the process and help them understand the process and what this means for their child.

15.5 They must make sure they complete the paperwork needed within each timeline set (see timeline on page 25) and arrange relevant meetings with relevant professionals.

15.6 The time taken from the point Milton Keynes Council receives the paperwork to the final EHCP being issued is no more than 20 weeks. The SEN team are required to inform the school and parents within 6 weeks - as to whether they will carry out the assessment.

15.7 Once the EHC plan has been finalised, it is the responsibility of the SENCo and class teacher to implement the outcomes for the child. Regular monitoring will take place of the child's needs through Pupil Progress Meetings, Achievement Team meetings, relevant intervention programmes and discussions with support staff, parents and the child.

15.8 The EHC plan will be reviewed annually and the SENCo will co-ordinate this meeting with all relevant parties – ensuring all relevant paperwork is completed.

15.9 If the assessment is not successful, a letter will be sent to school and parents explaining the reasons why an assessment relating to an EHCP will not be pursued.

15.10 A 'Way Forward Meeting' will be arranged within three weeks of the final decision where recommendations will be provided for the school to further support the child – including provision and strategies which are needed to be put into place to further support the child.

15.11 The SENCo and class teacher will be responsible for implementing the recommendations.

## **Section 16: Conversion of Statements to Educational Health Care Plans**

16.1 Milton Keynes Council is continuing to convert all statements to Educational Health Care Plans. It is the responsibility of the SENCo to liaise with the school's SEN Caseworker, to complete the relevant paperwork and keep to the timelines set by the council. The Local Authority's priority focus is that of children in years 2 and 6 in the first instance.

16.2 Whilst the conversion process is taking place, annual reviews will remain. The SENCo, class teacher, parents and any external agencies involved, will meet to discuss the child's progress and identify areas of need. They will then amend the statement to reflect these areas of need. The SENCo will complete all relevant documentation and send this to the Local Authority, within the correct timeline.

## **Section 17: English as an Additional Language**

17.1 Children with EAL are defined as having a language other than English spoken at home. Provision for all children with English as an Additional Language is provided by the class teacher in conjunction with the learning support team. Visual cues will be used accordingly to allow the EAL child to access the curriculum at a level that is relevant to their individual needs.

17.2 The SENCo, together with the class teacher and senior leaders will identify children requiring this support. The class teacher is responsible for implementing EAL targets and differentiating work for EAL children.

## **Section 18: Newly arrived EAL children**

18.1 Newly arrived EAL children will receive support from a buddy in class and from the class teacher and member of the learning support team / pastoral team to enable them to become familiar with class and school routines in the initial phase. From the parental and child interview which takes place with the Headteacher, to the time the child enters the class, there is a period of up to a week - to allow the class teacher to prepare any first language resources and pictures of the child's home to display around the classroom in order to allow the child to settle into a new environment.

18.2 School provides a benchmark assessment pack, which is provided for each year group. When the class teacher feels the newly arrived child has settled enough to take part in the benchmark assessment, a member of the Learning Support Team supports the child to complete the assessment pack. Senior Leaders will be informed of the results and appropriate provision is put into place such as a phonics programme (Read write Inc.).

## **Section 19: Managing Pupils' Needs on the SEN Central Record**

19.1 At New Chapter, we categorise level of need as Targeted or Personalised support. Our school provision map shows the range of interventions in place in our school which may be used when we identify a need for additional support.

19.2 When the school identifies the need for additional intervention to enable a pupil to make expected progress, the parents/carers will be informed of the planned support and may be invited to a meeting at the school to discuss this further.

19.3 If the pupil meets the criteria for special educational needs or disabilities (SEND), a provision map will be created, detailing the exact support the pupil will receive i.e. In-class, small group or 1:1 interventions.

19.4 School will monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting.

## **Section 20: Individual Learning Plans**

20.1 All children on the Special Educational Needs Central Record at the Targeted and Personalised stage are entitled to an individual learning plan. It is the responsibility of the child's class teacher to draw up and review the plan, with support from the SENCo.

20.2 Strategies employed to enable the child to make progress should include information about the short-term outcomes set for the child, the teaching strategies to be used, the provision to be put in place, the review date, success and/or exit criteria and outcomes

20.3 The individual learning plan should only record what is different from, or additional to, the differentiated curriculum. It should focus on three or four outcomes that match the child's needs. These outcomes should be achievable and measurable, so it can be clearly judged if the child has met them or not.

20.4 Targets and outcomes are discussed with the SENCo and form part of termly pupil progress meetings where successes are shared alongside identifying where children are struggling and what can be put in place to further support them.

## **Section 21: Intervention Reviews**

21.1 Individual learning plans should be reviewed when necessary, depending on specific children and their needs. However, a review meeting should be at least termly.

21.2 The purpose of the reviews is to identify the clear outcomes that have been achieved within the agreed time frame and how the child needs to be supported next.

21.3 Teachers are responsible and accountable for the maintaining of up to date SEND records, with support from the SENCo.

## **Section 22: Criteria for exiting the SEND central record**

22.1 At New Chapter, all children are monitored and progress identified. As a result of this tracking, the SENCo, in consultation with other members of the Senior Leadership Team, will discuss progress made and changes required to the school's SEND central record, including removing children.

## **Section 23 Supporting Pupils and Families**

23.1 Parents can access the School's information report via our website, which details how we support pupils and families as well as outlining the external agencies we work closely with.

## **Section 24: Partnership with pupils**

24.1 All SEND pupils need to know they are listened to and that their views are valued.

24.2 Where appropriate, children should be enabled and encouraged to participate in all decision-making processes that occur in education including:

- a) Contributing to individual learning plans;
- b) Contributing to the assessment of their needs;
- c) Contributing to the annual review (if deemed age appropriate).

## **Section 25: Partnership with Parents/Carers**

25.1 When a child is in care, the carers have the same rights and responsibilities as parents.

25.2 We value and accept the positive role and contribution that our parents/carers can make.

25.3 We make every effort to work in full collaboration with parents, recognising and respecting their roles and responsibilities.

25.4 Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible. In order that parents play an active part in their child's development, the school endeavours to provide relevant information so they can reinforce learning in the home.

25.5 Both parents and teachers can request meetings to speak to each other about pupil progress. Parents are encouraged to speak to teachers about any concerns they have and are encouraged to make an appointment to discuss their concerns at a mutually convenient time.

25.6 At New Chapter, we endeavour to support parents so that they are able to:

- a. Recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education.
- b. Have knowledge of their child's entitlement within the SEND framework.
- c. Understand procedures and documentation relating to their child's level of SEND.
- d. Have access to information, advice and support during assessment and any related decision-making process about special educational provision.

25.7 At New Chapter we recognise the difficulties parents can face when their child is identified as having special educational needs and we aim to provide support and understanding for the parent/carer at this time.

25.8 Where necessary, parents can seek help, advice and information from other advisory services.

25.9 The school informs the parents when special educational needs are first identified. Regular meetings will follow to discuss pupil progress and how the child's needs are being met. Parents/carers will be encouraged from the outset and throughout their child's educational time at New Chapter to be involved.

## **Section 26: Access to the Curriculum**

26.1 All pupils have the entitlement to a broad, balanced and relevant curriculum. The majority of pupils with SEND are taught with their peers in mainstream classes by class teachers and study the curriculum appropriate for their age (in some instances children are taught a year below their chronological age as agreed by all parties involved). All teachers in their planning and teaching strive to:

- a. Provide suitable learning challenges;
- b. Meet the pupils' diverse learning needs;
- c. Remove the barriers to learning and assessment.

26.2 With advice from and the support of the SENCo, teachers match the learning to the needs and abilities of the pupils. They use a range of strategies to develop the pupils' knowledge, understanding and skills, including the use of ICT.

26.3 Where appropriate, materials are modified or support is provided to enable pupils with SEND to access the learning or the assessment processes.

26.4 The school acknowledges that its practices make a difference and SEND is represented on the school's Leadership Team.

26.5 The school and teachers regularly review issues related to pupils with SEND to include classroom organisation, teaching styles and methods, materials and tasks to determine how these could be improved.

26.6 Children are supported in a variety of different ways as appropriate to their needs, which include individual support, in small groups and in class. This support is monitored regularly and reviewed as necessary. Withdrawal sessions are used judiciously to support pupils carefully with specific academic, behavioural and/or emotional difficulties.

26.7 Withdrawal sessions are timetabled in consultation with the class teacher to minimise the impact of withdrawal on delivery of the curriculum, actively seeking to ensure curriculum needs are met.

## **Section 27: Access to the Wider Curriculum**

27.1 In addition to the statutory curriculum, the school provides a wide range of additional activities. These include a range of musical, creative and sporting activities/ clubs etc.

27.2 Pupils with SEND are actively encouraged and supported to join in and benefit from these activities.

## **Section 28: Admissions Arrangements**

28.1 The school acknowledges in full its responsibility to admit pupils with already identified Special Educational Needs, as well as identifying and providing for those not previously identified as having SEND.

28.2 Admission arrangements are also detailed within the school's website and SEND Information Report.

## **Section 29: Access Arrangements**

29.1 Through the school's robust assessment and monitoring, we are able to identify when and where children may require support when accessing tests at any level.

29.2 The SENCo works closely with the MKET Educational Psychologist in administering benchmark tests which will inform them in applications made relating to the KS1 and KS2 SATs. Such support being applied for may include children who require additional time or readers to support them during the tests.

## **Section 30: Supporting Pupils at School with Medical Conditions**

30.1 At New Chapter we fully recognise that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

30.2 We recognise that some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHCP) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

30.3 Children with specific medical conditions have Individual Healthcare Plans written in collaboration with parents and medical professionals where deemed appropriate e.g. Diabetes and Sickle Cell Nurses. Specific staff receive regular training regarding more severe level of medical need and they are also made aware (as are all staff) of those children who carry Individual Healthcare Plans.

30.4 The SENCo manages the school's individual healthcare plans and in meeting the medical needs of pupils.

## **Section 31: Monitoring and Evaluation of SEND**

31.1 The school's system for observing and assessing the progress of individual children (SEND and non-SEND children) will provide information about areas where a child is not progressing satisfactorily.

31.2 Under these circumstances, teachers may need to consult the SENCo to consider what else might be done. This review may lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

31.3 The key test of the need for action is evidence that current rates of progress are inadequate. Adequate progress can be defined in a number of ways. It might be progress which:

- a) Closes the attainment gap between the child and their peers.
- b) Prevents the attainment gap growing wider.
- c) Is similar to that of peers starting from the same attainment baseline, but less than that of the majority of peers.
- d) Matches or betters the child's previous rate of progress ensures access to the full curriculum.
- e) Demonstrates an improvement in self-help, social or personal skills demonstrates improvements in the child's behaviour.

## **Section 32: Pupil Voice**

32.1 Pupils with SEND often have a unique knowledge of their own needs and circumstances, and their own views about what sort of support they would like to help them make the most of their education.

32.2 They will be encouraged to participate in the decision-making processes, including the setting of learning outcomes and contributing to trackers.

32.3 This will be achieved through a variety of different approaches as appropriate to the age of the child. These include:

- a. Pupil interviews
- b. Questionnaires
- c. Self-evaluation (pictures, written answers)
- d. Surveys
- e. Pupil set outcomes

## **Section 33: Training and Resources**

33.1 SEND is funded by the LA and goes into the school's central budget.

33.2 The school may receive additional funding through top up funding or if a child an EHCP.

33.3 The SENCo identifies needs of staff after consulting with members of the Senior Leadership Team as well as with school staff. Audits are used to support staff in identifying their additional needs and the results are used to determine training.

33.4 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

33.5 We regularly invest time and money in training our staff to improve in-class provision for all students. Specialist staff receive additional training so that they can deliver small group or 1:1 intervention where appropriate.

33.6 All our teachers hold qualified teacher status and all staff members, including LSAs receive regular training to best support our pupils with SEND, for example in Dyslexia, Autism, Speech and Language needs.

33.7 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

## **Section 34: Roles and Responsibilities**

### **34.1 Whole School Staff**

34.1a All staff should be involved in the development of the school's SEND policy and be fully aware of the procedures for identifying, assessing and making provision for pupils with SEND.

34.1b Class teachers are fully involved in providing for the needs of the children in their care in the teacher monitoring, SEND Support – Targeted and Specialist categories, in developing Wave 2 / 3 trackers with achievable outcomes and the collection of additional information for the SENCo and other agencies.

34.1c Class teachers are responsible for setting suitable learning challenges, responding to pupils' diverse needs, for overcoming potential barriers to learning and for monitoring progress. The school's provision map supports this process.

34.1d Provision of pupils with SEND is a matter for the school as a whole. In addition to the Governing Body, Head Teacher and SENCo, all members of staff have important responsibilities.

### **34.2 The Governing Body**

34.2a The Governing Body, with the Headteacher and staff at New Chapter have agreed the procedures for meeting the needs of those pupils with Special Educational Needs, with or without a Statement/EHCP.

34.b The Governors determine the staffing and funding arrangements and generally oversee the school provision and work.

34.c The Governing Body as a whole and in particular the named SEND Governor monitors the school's work closely on behalf of the children with SEND.

- 1) Do its best to ensure that the provision is made for any pupil who has SEND
- 2) Ensure that where the head teacher or the appropriate governor has been informed by the LA that a pupil has special educational needs, those needs are made known to all who are likely to teach them.
- 3) Ensure that teachers in the school are aware of the importance of identifying and providing for, those pupils who have special educational needs.
- 4) Consult the governing bodies of other schools, when it seems to be desirable in the interests of co-ordinated special educational provision in the area as a whole.

- 5) Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have special educational needs, so far as is reasonably practical.
- 6) Report to parents on the implementation of the school's policy for pupils with special educational needs.
- 7) Have regard to the Code of Practice when carrying out its duties towards all pupils with SEND.
- 8) Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- 9) Liaise with the SENCo on a regular basis for briefing meetings, about the work carried out in school.

### **34.3 The Headteacher**

34.3a The Headteacher has responsibility for the day to day management of all aspects of the school's work, including provision for children with SEND.

34.3b The Headteacher should keep the governing body fully informed and also work closely with the SENCo.

### **34.4 The SENCo**

34.4a The SENCo plays a key role in determining the strategic development of the SEND policy and provision in the school in order to raise the achievement of children with SEND.

34.4b The SENCo takes day to day responsibility for the operation of the SEND policy and co-ordinates the provision for individual children, working closely with staff, parents, carers and external agencies.

34.4c The SENCo provides relevant professional guidance to colleagues with the aim of securing high quality teaching and learning for the children with SEND.

34.4d The SENCo collaborates with the Headteacher and Leader of Assessment to maintain and develop of the school's provision map and how the support each child receives is identified.

34.4e The SENCo develops effective ways of overcoming barriers to learning and helps develop sustained effective teaching, through analysis and assessment of children's needs, by monitoring the quality of teaching and standards of pupils' achievements and by setting outcomes.

34.4f At New Chapter School, the principle responsibilities for the SENCo includes:

- a. Overseeing the day to day operation of the SEND Policy.
- b. Co-ordinating provision.
- c. Liaising with and advising teachers.
- d. Managing specific Learning Support Assistants.
- e. Overseeing the records of all children with SEND.
- f. The administration of reviews, trackers and the SEND register.
- g. Liaising with parents of children with SEND.
- h. Contributing to the CPD of all staff.

- i. Liaising with external agencies.
- j. Monitoring the implementation of the school's provision map.
- k. Liaising with the SEND Governor on a regular basis.
- l. Buying resources that match the needs of specific children.
- m. Ensuring that effective transition arrangements are in place for children with SEND.

## **Section 35: Storing and Managing Information**

35.1 All pupil records are kept in secure, locked cabinets within the school.

35.2 When children leave New Chapter, the office staff manages the transfer of records from their central point which enables SEND records to be part of this transfer of paperwork.

## **Section 36: Reviewing the Policy**

36.1 Due to the changes with SEND, this policy will be reviewed annually for the first 2 years then every 2 years.

## **Section 37: Accessibility Plan**

37.1 The school has developed its Accessibility Plan following the completion of its accessibility audit. Individual children with specific medical needs have an Individual Healthcare Plan that is completed alongside parents and reviewed 3 times a year or earlier if needed. [Appendix 2](#)

37.2 We have an Accessibility Plan in place and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs.

37.3 Our policy and practice adheres to The Equality Act 2010. Disabled toilets on the ground floor enable wheelchair access for changing as well as for personal care. Unfortunately, the school has been built on two levels – with the top floor housing the KS2 classes.

37.4 We monitor the languages spoken by families in our settings and make use of EAL support within MKET. We also endeavour to arrange for a translator to attend meetings when necessary.

## **Section 38: Dealing with complaints**

38.1 The complaints procedure and related documents can be found on the school's website:

<http://www.newchapterprimary.org.uk/index.php/parents/policies-and-general-information>

## **Section 39: Safe to Learn**

39.1 The Pastoral Team are equipped in supporting children who experience difficulties with behaviour.

39.2 Social stories are used as a way of unpicking issues which are then supported by assigned members of the pastoral team. For all children, there are a range of incentives to support them in coming to school.

39.3 Regular 'pupil interviews' take place within school; views and opinions are listened to and acted upon by a member of the pastoral team.

39.4 Specific groups of children are identified and asked a series of non-intrusive questions which gives an indication into how they are feeling and of any concerns / problems that they may be experiencing.

39.5 Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and embedded by all staff. We regularly monitor attendance, support pupils returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

39.6 Relevant staff are trained to support medical needs, although in some cases, all staff receive training. We have a medical policy in place.

## **Section 40: Appendices**

**Appendix 1** – EHCP Timeline from Milton Keynes Local Authority

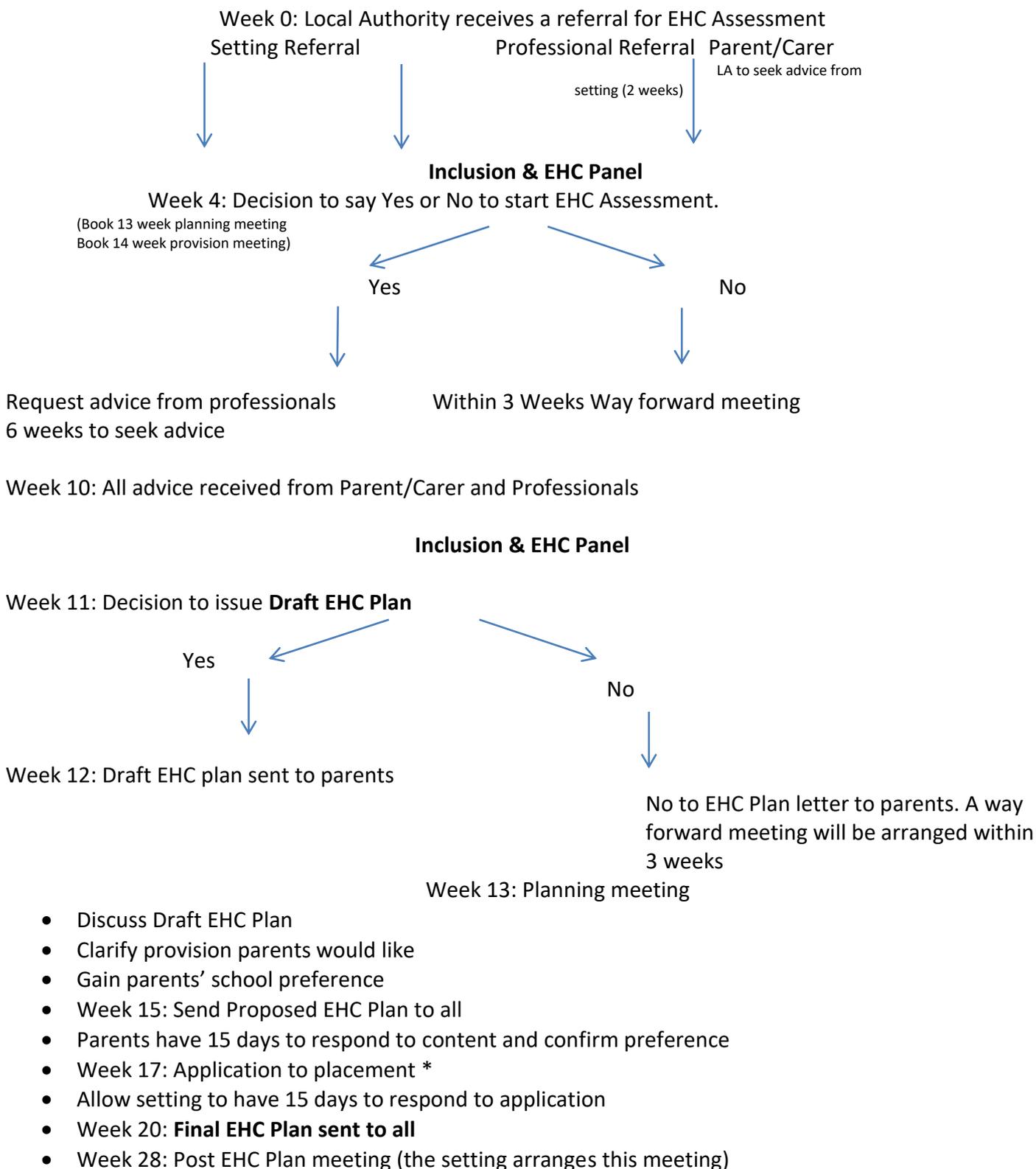
**Appendix 2** – Accessibility Plan (2018 - 2019)

For further information regarding the support offered by Milton Keynes Local Authority please go to:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs>

## Appendix 1

### Education, Health and Care Plan Timeline:



(Milton Keynes – Education, Health and Care Plans – a guide to document 2014)

## Appendix 2



## Access Plan: 2020 - 2021

This Accessibility Policy and Plan are drawn up in compliance with current legislation and requirements as specified in Schedule 10, relating to Disability, of the Equality Act 2010. School Governors are accountable for ensuring the implementation, review and reporting on progress of the Accessibility Plan over a prescribed period.

Focus Area	Objectives	Actions	Person Responsible	Outcome	Timescale
External Environment	To ensure all areas of the school are always adequately visible and accessible.	<p>Ensure and maintain external lighting is working effectively</p> <p>Ensure external lighting is coming on at appropriate times</p> <p>Check raised walkways are in good condition</p> <p>Ensure gritting on all raised walkways is carried out in adverse weather conditions.</p>	Site Team	<p>Yellow strips will be repainted if necessary</p> <p>Gritting carried out when necessary</p>	Ongoing: special consideration during winter months.
Physical Environment	To ensure classrooms are accessible to all pupils – including those with physical / medical needs.	<p>Plan classrooms in accordance to pupil need as outlined in care plans (where required)</p> <p>Organise resources within classrooms to reflect individual pupil needs. Consideration given to hearing / visually impaired and those with physical needs.</p> <p>Use of visual cues. E.g. timetables and emotional thermometers</p> <p>Minimise 'traffic' areas around children with specific needs</p> <p>Ensure furniture meets the needs of the child e.g. height of chairs / tables</p> <p>Ensure resources meet the needs of the child e.g. pencil grips, scissors.</p>	<p>RT (SENCo) Teachers</p> <p>All staff</p> <p>All staff</p> <p>All staff Site Team</p> <p>All staff Site Team</p> <p>All staff</p>	<p>Physical obstacles are minimised</p> <p>Relevant resources consistently used</p> <p>All classes use a visual timetable to outline the day</p> <p>Physical obstacles are minimised</p>	Ongoing

Focus Area	Objectives	Actions	Person Responsible	Outcome	Timescale
		Ensure if children require it, they have easier access to toilets. Where deemed possible, children with physical needs to be taught in classrooms on the ground floor.	All staff HT/SENCo	Classrooms allocated on a 'needs basis.'	September of each academic year
Evacuation Procedures	To ensure all vulnerable pupils can be safely evacuated – taking into account their individual physical needs.	Emergency Evacuation plan in place – fire routes are suitable for all pupils  All staff are aware of children who may have difficulty and therefore require support when evacuating the building due to medical / physical needs.  Ensure PEEP plans in place for children with specific physical difficulties and where deemed necessary to specific children.  Evacuation drill occur termly, and timings reported to GB Wellbeing committee	HT / Site RT (SENCo)  All staff  RT (SENCo)  HT Site Team All staff	PEEP in place to ensure relevant children are supported during evacuation procedures.	Ongoing
Provision for medical and physical needs	To maintain the implementation of risk assessments for children with medical and /or physical disabilities.	Risk assessments are undertaken for the areas that the children with medical and/or physical difficulties with questions posed such as: What are the main difficulties and how might the child be affected by them?  What safety measures / improvements can be made to reduce risks to an acceptable level?  What steps will be taken in an emergency?  Specific training to be undertaken as required.  E.g. Anaphylaxis, diabetes, epilepsy	LSAs  RT (SENCo) School Nursing Service	Enough staff are fully trained in administering first aid.  Enough staff are trained to meet the needs of the pupils in school	Ongoing after initial risk assessment is carried out.

Focus Area	Objectives	Actions	Person Responsible	Outcome	Timescale
	To maintain the school's Intimate care policy in order to ensure children's medical needs can be supported.	The school will have due regard for children who require intimate care due to a medical and / or physical need.	RT (SENCo)	Intimate care plan shared with parents and is fully compliant.	Ongoing
Communication	To Improve communications between home and school.	Further develop parental use of e-schools. Publish communication through the use of e-schools.	RT (SENCo) EW EW	Communication with parents ensures they are fully informed throughout the school year.	Ongoing
		Check letters from school so EAL parents can access – identifying the need for translators when deemed necessary  Enlarged print for visually impaired parents	RT (SENCo)  RT (SENCo)		
	To further Improve the provision of information in a range of formats for disabled pupils.	Assessment of individual needs on intake.	RT (SENCo)	Children will have the equipment needed to enable them to access learning	Ongoing – Termly