

CHULMLEIGH ACADEMY TRUST

SPECIAL NEEDS POLICY

Adopted by BoD: 30/09/17

Reviewed by Standards Boards:

Next Review: Autumn 2019

Policy to promote the successful inclusion of pupils with special educational needs and disabilities at all schools within Chulmleigh Academy Trust.

Chulmleigh Academy Trust is committed to offering an inclusive educational provision which supports a culture of inclusivity, ensures access to a broad and balanced curriculum for all pupils/ students and enables them to make the best possible progress, whatever their needs or abilities.

Definitions

Inclusivity means this policy applies to all pupils attending the Trust's schools.

We recognise that not all pupils/ students with disabilities have special educational needs and not all pupils/ students with SEN meet the definition of disability.

By definition:

‘Pupils/ students have Special Educational Needs if they have a learning difficulty which calls for special educational provision to be made for them.’

‘Pupils/ students with a disability have special educational needs if they have any difficulty in accessing education and if they need any special educational provision to be made for them, that is anything that is additional to or different from what is normally available in schools in the area ‘.

This policy should be considered in conjunction with the ICT (e-safety) Policy and the Child Protection Policy.

Objectives

The specific objectives of our SEN policy are as follows:

- to identify pupils/ students with special educational needs and disabilities and ensure that their needs are met
- to ensure that children with special educational needs and disabilities can engage with all the activities of the school
- to ensure that all learners make the best possible progress
- to ensure parents are informed of their child's special needs and provision, and that there is effective communication between parents and school, involving them fully in decisions made.
- to ensure that learners are able to express their views and are fully involved in decisions which affect their education
- to promote effective partnership and involve outside agencies when appropriate.

Governance, Leadership and Organisation

The Board of Directors has ultimate responsibility for making appropriate provision for pupils/ students with special educational needs and for ensuring a culture of inclusivity.

The Board of Directors monitor implementation through the termly Headteacher's Report and through reports provided for the scrutiny of the Standards Boards for primary schools and for the secondary school.

One Director holds a portfolio for SEND and this provides a school based governance focus that enables an opportunity to explore policy into practice.

The Trust appoints a SEN Coordinator who provides leadership on all SEN matters across the Trust's schools.

The Secondary School has a designated SEN Coordinator (who is the Coordinator for the Trust).

At the primary schools, the overall SEN responsibility is held by the Trust's SEN Co-ordinator. There is an Assistant SEN Co-ordinator for Chulmleigh Primary School based on pupil numbers. The Heads of Schools of all primary schools have a leadership responsibility for their schools including the implementation of SEN policy.

Each school has the responsibility for making appropriate provision within the resources at its disposal.

Monitoring and Evaluation

The SENCO and Heads of Schools have responsibility for monitoring and evaluation the effectiveness of this policy based on impact on each pupil's access to learning and the progress they make.

Evaluative reports are provided termly to the Executive Headteacher and to the Board of Directors through the Executive Headteacher's Termly Report.

The Directors will undertake a review of the SEN Policy annually.

Depending on the outcome of the annual review the Executive Headteacher and Directors may set improvement targets and require an improvement plan.

Identification and Assessment of special educational needs

All Trust schools are committed to early identification of special educational need and adopt a graduated response to meeting special educational need in line with the Code of Practice 2014.

At the point of entry from a previous school information is requested from that school attended by the pupil and an assessment on entry is made for all pupils. This informs provision and planning.

For pupils with identified special educational needs a range of evidence on pupil progress is collected through the ongoing assessment and monitoring arrangements. If this data suggests that the learner is not making the expected progress, a clear plan of action is developed.

There is no requirement for pupils/ students to be registered or identified as having special educational needs unless the school is taking additional or different action above and beyond what is usual within the school usual way of maintaining a student's progress.

Pupils/ students who have disabilities but no special needs will be recorded on the school's medical register.

Chulmleigh Academy Trust (CAT) Plan

Provision / action that is additional to, or different from, that available to all will be recorded in an CAT Plan, or similar teacher planning records. In all the Trust's schools, this plan will be developed, maintained, monitored, and reviewed by the class teacher, and/or Assistant SENCO and/or SENCO and/or Head of School, as appropriate, in consultation with pupils / students, parents, carers and other teachers as necessary.

The CAT Plan will set targets for the pupil / student and will detail:

- the short-term targets set for or by the child
- the teaching strategies to be used
- the provision to be put in place
- when the plan is to be reviewed
- success and/or exit criteria

The CAT plan will be reviewed every half term and the outcomes will be recorded. Pupils/ students will participate fully in the review process appropriate to their age and abilities. Parents / carers will also be invited to participate in the target-setting and review process as appropriate.

If the school has evidence that a pupil is making insufficient progress despite significant teacher differentiation, support and intervention, the Trust may seek further advice and support from outside professionals. These professionals will be invited to contribute to the monitoring and review of progress.

The pupil / student will be identified as requiring School Action. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

When appropriate, Pupils / Students at Schools Action will have a nominated Teaching Assistant to liaise with pupils / students, parents, and other professionals, and keep records of interventions and outcomes. Progress will be reviewed every half term by the Assistant SENCO / SENCO in conjunction with others as appropriate.

Pupils / students who continue to make less than expected progress, or are identified with specific learning, health or social difficulties will move on to the Devon Assessment Framework. This will be completed in conjunction with the pupil/ student, parents and representatives from the Local Authority (Education and Social Services) and Health, and others, as appropriate. If necessary an Education and Health Care Plan will be drawn up to ensure appropriate resources can be accessed to support individual pupil/ student needs.

When pupils/ students are due to transfer to another phase planning for this will be started in the year prior to the year of transfer. The SENCO's will liaise to ensure that effective arrangements are in place to support pupils at the time of transfer.

Chulmleigh Community College will liaise with Careers South West and other agencies to arrange Transition Plans for pupils with Education and Health Care Plans (and other pupils with SEN who may benefit from transition planning).

When pupils move to another school their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the

Education (Pupil Information) Regulations 2000. If a pupil/ student makes sufficient progress, or other circumstance change, the Education and Health Care Plan may be discontinued by the Local Authority.

Concerns and Complaints

The pupil's/ student's class teacher/ form tutor will work closely with parents at all stages in his/her education and should be the first port of call for parents / carers in case of any difficulty.

The Academy Trust's complaint procedures are set out in the individual school's prospectus.

Parents / carers of pupils with SEN or disabilities whose concerns cannot be resolved by the usual school procedures can request independent disagreement resolution. The school will make further information about this process available on request.

Training

The Trust's schools conduct an annual audit of training needs for all staff taking into account school priorities and personal professional development needs. Individual training needs are identified through the appraisal process.

The Trust's schools allocate funds to meet identified and prioritised training needs.

Support will be given to NQTs and other new members of staff.

At an organisational level, the SENCO takes responsibility for clarifying compliance with statutory and best practice and identifying organisational training needs of across the Trust. This is used to inform the CPD programme and plan specific staff training and awareness provision

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

- The Trust's schools receive regular visits from the nominated Education Welfare Officer and employs an independent Educational Psychologist.
- In addition, the schools may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- As well as having an on-site Preschool which runs as a Partnership Foundation Stage Unit with the Reception class, the Primary school holds regular meetings with Health Visitors, local preschools and nurseries to ensure a smooth start for children in the Foundation Stage.
- The speech and language therapist contributes to the reviews of children with significant speech and language difficulties
- Multi-agency liaison meetings, with representation from Social Services, Health, and the Educational Psychology Service are held on a termly basis to ensure effective collaboration in identifying and making provision for vulnerable pupils.

Appendices to this policy: Appendix A:

<https://new.devon.gov.uk/educationandfamilies/special-educational-needs-and-disability-send-local-offer>