



Darnhall Primary School

Special Educational Needs and Disability Policy 2023-2024

CONTENTS

Section

- 1 – Introduction
- 2 – Policy Statement
- 3 – Roles and Responsibilities
- 4 – Identification, Assessment and Provision
- 5 – Request for an Education Health and Care Plan
- 6 – Statutory Assessment of SEN
- 7 – Annual Review of the EHC Plan

1 Introduction

Darnhall Primary School is a very inclusive school and values all children highly, including those who have special educational needs and disabilities. We enable full access to a broad and balanced curriculum for all children through a whole-school ethos and approach to supporting children with additional learning needs and/or disabilities. Darnhall Primary School has high expectations for children with special educational needs and/or disabilities and we aim to include all children whatever their additional/individual needs.

2 Policy Statement

The purpose of this policy is to outline how Darnhall Primary School aims to include all children with special educational needs in a broad and balanced curriculum and support them to overcome barriers to their learning and access to their education. The policy includes the roles and responsibilities of stakeholders across school.

This Special Educational Needs and Disability (SEND) Policy works alongside and in conjunction with Darnhall Primary School's Local Offer document, The Local Offer offered by Cheshire West and Chester Local Authority (<https://livewell.cheshirewestandchester.gov.uk/Categories/3948>) and various other school policies.

Ratified – October 2023

Next Review Due – October 2024



3 Roles and Responsibilities

Provision for children with special educational needs and disability is a matter for the school as a whole. In addition to the Governing Body, the Head Teacher, and the Special Educational Needs and Disability Co-ordinator (SENDCo), both teaching and support staff also have very important day-to-day responsibilities.

All teachers are teachers of children with special educational needs. Teaching such children is therefore a whole school responsibility.

High quality teaching which is differentiated and personalised should be available for all pupils. At the heart of the work of every class in Darnhall Primary School is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of children. The majority of children will learn and progress within these arrangements. Those children whose overall attainments or attainment in specific subjects fall significantly outside the expected range may have special educational needs.

The Governing Body

The SEND Governor, Chris Bate, will support the Governors to fulfil their statutory obligations by ensuring:

- Provision is made for pupils who are identified as having SEND.
- The progress of pupils with SEND is reviewed in line with all learners across school.
- The SEND policy is reviewed annually.
- The School SEND Information Report explains how the school implements the special educational needs statutory requirements, reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Head Teacher will:

- Ensure the school holds ambitious expectations for all pupils with additional and special educational needs and disabilities.
- Establish and sustain culture and practices that enable pupils to access the curriculum and learn effectively.
- Ensure the school works effectively in partnership with parents, carers and professionals, to identify the additional needs and special educational needs and disabilities of pupils, providing support and adaptation where appropriate.
- Ensure the school fulfils its statutory duties with regard to the SEND Code of Practice.

Ratified – October 2023

Next Review Due – October 2024



The Special Educational Needs and Disability Co-ordinator (SENDCo)

The SENDCo is responsible for:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating SEND provision for children.
- Liaising with fellow providers, support staff, parents and advising teachers.
- Maintaining the school's SEND register and overseeing the records of all pupils with special educational needs.
- Liaising with external agencies including the educational psychology service and other support agencies, including medical and Social Services.
- Consulting with the class teacher to ensure that SEND Profiles are implemented and reviewed termly.
- Managing resources to support special educational needs provision.
- Providing on-going monitoring of all children with special needs to ensure children are making appropriate progress.
- Making the decision in agreement with the class teacher and parents that the pupil no longer needs the intervention or that the pupil needs to move on to the next stage of support.
- Meet with SEND Governors on a regular basis to provide reports and to contribute to Governors meetings when required.
- Meet termly with the Head Teacher to discuss SEND issues/action plans.
- Co-ordinating annual reviews of EHC Plans.
- Sourcing or providing directly appropriate CPD for relevant staff across the school.
- The storing and dissemination of paperwork from external agencies relevant to stakeholders across school.
- Liaise with teaching assistants who work with groups of children or individuals with statements/EHC plans.

The Class Teacher and Support Staff

The Class Teacher and Support Staff are responsible for:

- The class teacher is responsible for the initial identification of a pupil's special needs through on-going assessment and classroom observation.
- The class teacher must inform the SENDCo of their concern and decide with the SENDCo whether the school needs to support the pupil through an intervention.
- Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Ratified – October 2023

Next Review Due – October 2024



- Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, curriculum differentiation and assessment of pupils with SEND.
- Class Teachers formulate, review and evaluate SEND Profiles, keep a record of the provision for SEND children in their class and maintain a class SEND file that is kept in the classroom for reference by staff including supply staff.
- Class Teachers supply the SENDCo with all the information necessary in order to assist in devising an effective plan for the pupil and keep SEND Profiles up to date.
- Class Teachers organise the timetable, class grouping and all available resources so that the pupil receives all possible support to reach their targets.
- Class Teachers share targets on SEND Profiles with pupils and parents.

4 Identification, Assessment and Provision

STEP 1 - Universal Offer

Some pupils experience delay in their learning and may not make expected progress for a variety of reasons. These children may require differentiated work to be prepared for them by their class teacher in conjunction with the deployment of support staff which will be additional to and different from the curriculum available for the majority of children their age. Progress at this stage will be tracked six times per year by the school's Data Team. Parents will be kept fully informed of their child's progress.

STEP 2 - Identification of SEND

If children are not making adequate progress despite appropriate support in class, class teachers will complete a SEND Cause for Concern form and submit this to the SENDCo. At this point, the SENDCo will meet with the class teacher in order offer advice and support and consider whether the child has a special educational need based on the SEND Code of Practice 2015 definition:

Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.*



Children have a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age.
- Have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority.
- Are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them. (Code of Practice January 2015)

If this criteria is satisfied, the child's needs will be categorised into one of the following four broad categories:

- I. Communication and Interaction
- II. Cognition and Learning
- III. Social, Emotional and Emotional Health
- IV. Sensory and/or Physical

Parents will be informed and the child may then be placed onto the school SEN Register.

STEP 3 - Planning

Special Educational Needs Profiles will be prepared by classroom teachers and written in conjunction with the school data collection and tracking systems in line with the SEND Code of Practice (2015) under the Children and Families Act. Teachers will share the SEND Profiles with children's parents and then SENDCo. These profiles will be produced and monitored termly using the following process:

1. Assess – children's current level of attainment in all four areas of needs will be clearly documented on the SEND Profile.
2. Plan – based on the child's current assessed level, support and interventions will be planned to secure specific outcomes for the child.
3. Do – plans will be implemented.
4. Review – progress against the planned outcomes will be carried out.

This process should be carried out over at least two terms. Where a pupil is receiving additional SEN Support (Element 2 Funding), school will meet parents regularly, discuss the activities and support that will help their child achieve, review progress and identify the responsibilities of the parent, pupil and the school.

Ratified – October 2023

Next Review Due – October 2024



STEP 4 - External Agency Support

If pupils have not made the expected progress after two cycles of Assess, Plan, Do, Review, the SENDCo may involve external agencies to support with assessment and planning for the child. Parental consent will be gained before referrals to any external agencies are made. External agencies include, but are not limited to:

- The Educational Psychology Service
- Community Paediatrics
- Speech and Language Therapists (SaLT)
- Children and Adolescent Mental Health Services (CAMHS)
- The Autism Team
- The Sensory Service
- Specialist Teachers

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Individual pupil progress at Additional SEN Support (Element 2 and Element 3 Funding) level, will be monitored six times per year by the school tracking system Insight. A full report on the progress of children will be presented to the Governing Body once per year and the identified SEND Governor is encouraged to take a full and challenging role regarding the progress of these children with both the SENDCo and Head Teacher.

STEP 5

Should children still not be making progress at an acceptable level at Additional SEN Support (Element 2 or Element 3 Funding) level, the formal assessment procedures for an Education Health and Care Plan may be started by the SENDCo in conjunction with the pupil, parent/carers, class teacher and other specialist services following the legal assessment procedures outlined in the Local Offer by Cheshire West and Chester Local Authority.

Details of these arrangements are available from the SENDCo at the school.



5 Request for an Education Health and Care Plan

A request may be made by the school or parent to the Local Authority if the child continues to demonstrate significant cause for concern.

6 Statutory Assessment of SEN

If the school is unable to meet all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEN Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan.

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place.

This information may include:

- the child's personalised plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP). Further information can be found on the LA website

www.cheshirewestandchester.gov.uk



7 Annual Review of the EHC Plan

The LA has a three year period in which to legally make the transition between existing Statements of SEN, and EHC Plans.

All Statements/ EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENDCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Should you wish to discuss any concerns you have regarding your child and a Special Educational Need, please contact Davie Kindon (SENDCo – Key Stage 2) or Charlotte Chappell (Foundation Stage and Key Stage 1 SENDCo) on 01606 593315 or email sendco@darnhall.cheshire.sch.uk.