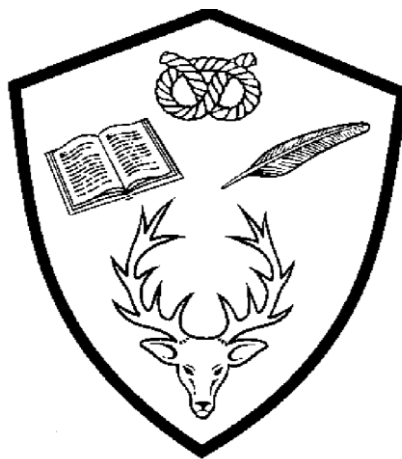


# Chase Terrace Primary School

## Special Educational Needs & Disability (SEND) Policy



Together we Learn  
Together we Aspire  
Together we Succeed

**Chase Terrace Primary School SEND Policy**

<b>Person Responsible:</b>	<b>Headteacher</b>
<b>Approval Body:</b>	<b>Chair of Governors (using Chair’s Power to Act) October 2023 Quality Of Education Committee October 2023</b>
<b>Date of approval:</b>	<b>Chair of Governors (using Chair’s Power to Act) October 2023 Quality Of Education Committee October 2023</b>
<b>Review date:</b>	<b>October 2024</b>

**1 Our mission statement**

At Chase Terrace Primary school, **every teacher** is a teacher of **every child**, including those with SEND and is committed to providing an appropriate and high-quality education.

We believe that all pupils should be equally valued in school. We will strive to eliminate prejudice and discrimination and to develop an environment where all pupils can flourish and feel safe.

We believe that many pupils, at some time in their school career, may experience difficulties affecting their learning and we recognise that these may be long or short term. At Chase Terrace Primary School, we aim to identify these needs as they arise and provide high quality teaching and learning contexts which enable every pupil to achieve his or her full potential.

**2 Our aims and objectives**

We provide a broad, balanced, creative curriculum and offer a range of enrichment activities which provide opportunities for all pupils to achieve and succeed. In line with the National Curriculum 2014 and the Special Educational Needs Code of Practice 2014 we aim to:-

- Make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- Ensure that pupils and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.
- Reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- Use our best endeavours to secure special educational provision for pupils for whom this is required, that is “**additional to and different from**” that provided within the differentiated curriculum, to better respond to the four broad areas of need:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory/physical

- Request, monitor and respond to parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- Ensure a high level of staff expertise to meet pupils' needs, through well-targeted continuing professional development.
- Support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals, in order to meet the medical needs of pupils.
- Work in cooperative and productive partnership with the Local Authority and other outside agencies.
- Ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

### **3 What are special educational needs (SEN) or a disability?**

At our school, we use the definition for special educational needs and for disability from the DfE SEND Code of Practice (2015). This 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 them.*

*A child of compulsory school age or a young person has a learning difficulty or disability if they have a:*

1. *Significantly greater difficulty in learning than the majority of others of the same age, or*
2. *Disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

*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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.*

*Please see the DfE SEND Code of Practice (2015) for further information.*

The school has a Disability Equality Policy and Access Plan. This identifies the action the school is taking to increase access by those with a disability to:

- The environment
- The curriculum
- Text

### 3 Admission Arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education Health and Care Plans and those without.

Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEND of pupils at this school.

### 4 SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

**Assess:** Data on the pupil held by the school will be collated by the class teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.

**Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENDCo.

**Do:** SEN support will be recorded on an Individual Support Plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

- It would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

- Before making the decision to name our school in a child's EHCP, the local authority will seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment.
- Parents of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child's needs would be better met in specialist provision.

## 5 Responsibility for the coordination of SEND provision

The person responsible for overseeing the provision for children with SEND is the school's Headteacher, Mr Gordon McBurnie who can be contacted on 01543 227150.

The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Tina Powl [SENDCo] who can be contacted on 01543 227150 or by email [tpowl@chaseterrace-primary.staffs.sch.uk](mailto:tpowl@chaseterrace-primary.staffs.sch.uk)

The school's SEND Governor is Mrs Clare Poynton who can be contacted through the school.

## 6 The SEND Information Report

Please refer to our SEND Information Report which informs you of the support available for you and your child at Chase Terrace Primary School. This is called the 'School Offer' and can be accessed via our website [Policies & Documents | Chase Terrace Primary School \(chaseterrace-primary.staffs.sch.uk\)](http://www.chaseterrace-primary.staffs.sch.uk/Policies%20and%20Documents/Chase%20Terrace%20Primary%20School%20(chaseterrace-primary.staffs.sch.uk))

Staffordshire County Council has created a website which gives information, advice and guidance on support and options available for children and young people with SEND throughout Staffordshire. This is called the 'Local Offer' and can be accessed via their website <https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0>

## 7 Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0– 5 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2015)
- Schools SEND Information Report Regulations (2014)