

SPECIAL EDUCATIONAL NEEDS & DISABILITIES (SEND) POLICY



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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

Promote the successful learning, development, and confidence of all students through appropriate teaching, grouping and support leading to achievement beyond expectation.

Support the diverse individual needs of all students across the curriculum. The Student Progress Team in particular focuses on the needs of individual students as follows:

- Our school will:
 - Support and make provision for pupils with special educational needs and disabilities.
 - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND.
 - Help pupils with SEND fulfil their aspirations and achieve their best.
 - Help pupils with SEND become confident individuals living fulfilling lives.
 - Help pupils with SEND make a successful transition into adulthood.
 - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND.
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil.
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential through our school motto with our core belief that 'excellence has no limits'.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied, and that SEND students have a sense of belonging.

Support the diverse individual needs of all students across the curriculum. The Student Progress Team in particular focuses on the needs of individual students.

3. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND.
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities.
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

- The Governance Handbook, which sets out governors' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life. This policy should be read and implemented alongside our equality policy and objectives.

5. Definitions

Special Educational Needs

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A 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

A special educational provision is an 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.

Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 Areas of Need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia. • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Suffered adverse childhood experiences. <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

6. Roles and responsibilities

The Headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school.
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.

- Make sure that the SENCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development.
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

The Governing Body

The governing body is responsible for making sure the school is doing all it can to make sure that every pupil with SEND gets the support they need.

The SEND link governor

The SEND link governor is Kirstie Barrett.

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school.

The SENCO

The SENCO at our school is Gamze Sahin, and our Deputy SENCO is Jarekiea Hines-Mcdonald.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made.
- Work with other colleagues in school to determine the strategic development of the SEND policy and provision in the school.
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.

- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach and addressing potential areas of difficulty to ensure that there are no barriers to every learner achieving.
- Being accountable for the progress and development of the learners in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision.
- Ensuring they follow this SEND policy and the SEN information report.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them.
 - Discuss the activities and support that will help achieve the set outcomes.
 - Identify the responsibilities of the parent, the pupil and the school.
 - Listen to the parents' concerns and agree their aspirations for the pupil.

Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given a report on the pupil's progress and given opportunities to discuss progress with form tutors, heads of learning and subject teachers.

The Pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. Our Approach to SEND Support

Identifying Pupils with SEND and Assessing their Needs

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- Fails to match or better their previous rate of progress.
- Fails to close the attainment gap between them and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)

The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

Consulting and Involving Pupils and Parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.

- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

The Graduated Approach to SEN Support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, [Arbor and Edukey Provision Map], and will be made accessible to staff.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO/Deputy SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The teacher and the SENCO/Deputy SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan.

Students receive additional support as advised on their EHCP, provided by Tutors and Teaching Assistants (TAs). The level of funding is established following criteria set out by Enfield LA.

Parents are informed of the nature of that support, which may be in-class support, individual withdrawal, or small group intervention.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Supporting Successful Preparation for Adulthood

Chace Community School recognises the importance of starting early, centering on learner aspirations, interests and needs, and will ensure that learners are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, e.g. moving on to higher education

The school will:

- Ensure that the EHC plan review includes a focus on preparing for adulthood, with additional focus on transition and preparing for adulthood from Year 9 onwards.
- Build transition planning into the revised EHC plan to identify appropriate post-16 pathways for higher education and employment, and support preparation for independent living, maintaining good health in adult life and participating in society.
- Seek partnerships with employment services, businesses, housing agencies, disability organisations, and arts and sports groups, to help children understand what is available to them as they get older, and what it is possible for them to achieve.

EAL

Chace Community School is aware that there may be learners within schools for whom English is not their first language and appreciates that having EAL is not equated to having learning difficulties. At the same time, when learners with EAL make slow progress, it will not be assumed that their language status is the only reason; they may have SEND.

The school will consider the learner within the context of their home, culture and community and look carefully at all aspects of a learner's performance in different subjects to establish whether the

problems they have in the classroom are due to limitations in their command of English or arise from SEND.

Integration Opportunities – Additional Resource Provision (ARP)

The school offers integration opportunities for students with complex needs, through a tailored access programme in our Resource Base. The aim of the ARP is:

- To raise achievement for identified pupils by providing specific, clearly targeted additional resources in an inclusive mainstream setting.
- To support pupils with SEND and offer differentiated access to the mainstream curriculum so that they can participate in school life and prepare for a positive future.
- To support the mainstream school to be a beacon of excellence for inclusive practice for pupils with complex needs.

The process follows an agreed protocol between the school and the LA and is currently limited to 12 spaces (Years 7-12). Referrals are made via the Enfield SEN panel forming part of our admission intake number. When relevant, this follows placement by the LA/SLA into mainstream provision from special schools and primary IRBs.

Thumbnail Sketches and guidelines on recommended strategies to use with those individuals, and to have access to SEN files on our tracking system.

Statutory annual reviews are informed by feedback from staff and a full report is written by the SENCO/Deputy SENCO. Professionals from outside agencies are invited to participate in the transitional reviews. The Educational Psychologist is also invited to attend these reviews. Parents/Carers and students views are sought at these meetings.

Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach
- Using pupil questionnaires and getting feedback from the pupil and their parents
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists

- Educational psychologists
- General practitioners or pediatricians, school nurses
- Child and adolescent mental health services (CAMHS)
- Social services

11. Admission and transition arrangements

Chace Community School welcomes all students, including those with an Education and Health Care Plan (EHCP) and students with disabilities, ensuring that appropriate provision is in place to meet their needs. If a student has an Education and Health Care Plan (EHCP), the school will be consulted by the local authority before any decision is taken by the authority on admission to the school, to ensure that the school is suitable for the student and his/ her needs.

If Chace Community School is suitable, the SENCo will aim to be present at the Year 6 annual review meeting, so will be fully aware of those needs from the outset.

Chace has close links with feeder Primary schools. Staff will visit local feeder schools where relevant, meeting children and talking with their teacher and the SENCo, looking at work samples and assessment, thus ensuring that the transfer of SEND students from Year 6 to Year 7 happens smoothly and successfully.

We may organise additional visits for students, especially those who may be anxious about transferring, or those who are the only student coming from their particular Primary school.

Year 11 students will have the opportunity to meet formally with the Careers Advisor. EHCP students will have additional careers guidance from Year 9 from the local authority Careers Officer or within the school as part of the annual review process. Students will be encouraged to attend college open days to experience courses that may be suitable for them. Those with an EHCP in Years 9, 10 and 11 participate in Transition Review meetings to discuss their future career plans.