



# **Policy Name: SEND policy & Information Report**

**Governor's committee responsible: FGB**

**Link Governor: Mrs Henderson**

**Status and Review Cycle: Statutory & Annual**

**Ratified by Governors on: January 2024**

**Next Review Date: January 2025**

## **The Teachers' Standards**

The Teachers' Standards came into effect in September 2012 and they exemplify the standards and expectations of all teachers. They specify the following with regards to assessment:

This SEND policy complies with the School Teachers' Pay and Conditions Document (STPCD) for 1 September 2020 to 31 August 2021 and applies to all teaching staff employed at Chiseldon Primary & Nursery School.

This SEND policy upholds:

1. Set high expectations which inspire, motivate and challenge pupils
  - a. Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions.
2. Promote good progress and outcomes by pupils
  - a. be accountable for pupils' attainment, progress and outcomes
  - b. be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these
  - c. guide pupils to reflect on the progress they have made and their emerging needs
  - d. demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching
  - e. encourage pupils to take a responsible and conscientious attitude to their own work and study.
5. Adapt teaching to respond to the strengths and needs of all pupils
  - a. know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively
  - b. have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these
  - c. demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development
  - d. have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them.
6. Make accurate and productive use of assessment
  - a. make use of formative and summative assessment to secure pupils' progress

SEND Code of Practice

Paragraph 6.36

### **Every teacher is responsible for every pupil**

Every teacher is responsible for the progress and development of every pupil in their class. This includes pupils who access extra support from teaching assistants or specialist staff.

The first step in supporting all pupils, including those with SEN, is high-quality teaching, differentiated for individual pupils.

Some pupils may need additional help to access the curriculum or make expected progress. These pupils may have SEN.



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## 1. Aims

Our SEND policy and information report aims to:

Make sure our school fully implements national legislation and guidance regarding pupils with SEND

Set out how 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
- 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 decision about support and provision for the pupil

Make sure the SEND policy is understood and implemented consistently by all staff



## 2. Vision and Values

At our school we will provide all pupils with access to a broad and balanced curriculum.

We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

## 3. Legislation and guidance

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 co-ordinators (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.

## 5. Definitions

### 5.1 Special educational needs

A pupil has SEND 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

**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.

### 5.2 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.

### 5.3 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>
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"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• 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</li> </ul>
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"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <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>



AREA OF NEED	
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"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 6. Roles and responsibilities

### 6.1 The SENCO

The SENCO is Mr Nick Hatcliffe and can be contacted via: [senco@chiseldon.swindon.sch.uk](mailto:senco@chiseldon.swindon.sch.uk)

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 the headteacher and SEN governor 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
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- 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, 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 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
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy



- 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

## 6.2 The Governing Board

The governing board will:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND

## 6.3 The SEND link governor

The SEND link governor is Hannah Henderson [h.henderson@chiseldon.swindon.sch.uk](mailto:h.henderson@chiseldon.swindon.sch.uk)

The SEND governor will:

- Help to raise awareness of SEND issues at governing board 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

## 6.4 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
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- 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
- With the SENCO 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

## 6.5 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
- The progress and development of every pupil 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

## 6.6 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:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given reports on the pupil's progress (December, April and July)

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## 6.7 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. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

## 8. Our approach to SEND support

### 8.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

### 8.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

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

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

When deciding whether special educational provision is required, 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.

#### Concern List

A teacher, parent, SENCo, or other professional, such as a health or social care worker, express concerns that a pupil is showing signs of having a special educational need. Parents are sensitively informed of the teachers/other professionals concerns.

The class teacher/parent gathers information about the pupil's difficulties, and strengths. The information will be used to inform future planning if concerns continue and/or a Support and Achievement Plan (SAPs/also known as IEP) should be written to provide a specific, time bound intervention.

Teachers may use the following list to ensure that all possible areas of concern have been considered



- General
  - Health/Medical
  - Vision
  - Hearing
  - Co-ordination
  - Behaviour
  - Social Skills
  - Concentration approaches to learning
  - Attendance
  - Relevant family issues/circumstances.
- Educational Attainments
  - Formative/Summative assessment
  - English – speaking/listening
  - Reading
  - Writing
  - Mathematics
  - Other subject areas within the National Curriculum

Information is gathered from the parents and pupil and their views ascertained. Strategies are then discussed with the SENCo and are quickly undertaken within the national curriculum framework. This may include differentiation of classwork, implementation of the behaviour policy or additional support in the classroom, intervention via a SAP/IEP.

Teachers review the pupil's response to these strategies and/or interventions and decide, after a maximum of six months, whether to:

1. Remain on the Concern List
2. Move to the SEN Register for SEN Support.

### **Early Years**

Early Years includes children aged 3-5 years, therefore, it is part of the Early Years Foundation Stage of Education.

The SENCo and class teacher continue to gather information about the child from school based assessments and observations, and discussion with parents and outside agencies.

A SAP/IEP is written and implemented by the class teacher and parents. School staff (with parents where possible) review their progress at least every month and record this on the SAP/IEP.

Where progress is made, the child may remain on the SEN register with a new SAP/IEP or return to the Concern List. If progress is not being made, the strategies used in the SAP/IEP should be reviewed.

The SENCo consults with relevant external support services who can help early education settings with advice on new SAPs/IEPs and targets. Provide more specialist assessments, give advice on the use of new or specialist strategies or materials, and support for particular activities.

### **Criteria for Movement between Stages**

The criteria for movement are based on three key factors:

1. Progress
2. Severity
3. Complexity Progress

### **Progress:**



The progress that a pupil has made in response to the support provided by an SAP/IEP and the successful outcomes. The degree of progress often reflects the effectiveness of different strategies and/or the need to review these.

Pupils progress at different rates and pupils capabilities are an important element in the evaluation of progress.

The evaluation of progress requires schools to set targets which are specific, measurable, appropriate, realistic, and time related (SMART).

Limited progress, or lack of progress, can reflect the degree of difficulty the pupil is experiencing in overcoming difficulties but may also raise issues about the targets against which progress has been measured or about the strategy adopted.

Satisfactory progress is meeting targets is an indication that a pupil's special educational needs are being met.

### **Severity:**

Severity is a measure of how a pupil compares with his or her peers.

Where possible it is based on standardised tests which provide objective evidence about a pupil's attainment, such as the PM Benchmarking Reading Test.

Centiles (the percentage of the population achieving the same Band/Level or below) are used to make comparisons easier. Centiles also make it clearer whether a pupils has made progress in relation to his/her peers. A centile (also called percentile) score shows what percentage of the pupils of the same age, can be expected to perform at the level or below on that test.

A pupil scoring at the third centile is in the bottom 3% and a pupil scoring at the 98<sup>th</sup> centile is in the top 3%. The Learning Support Service use the following criteria to decide upon levels of support.

### **KS1 Year 1**

10<sup>th</sup> centile, or below in 2 areas of learning, or just in reading, or if the reading age is below 4 years and 3 months.

### **KS1 Year 2**

10<sup>th</sup> centile, or below in 2 areas of learning, or just in reading, or if the reading age is below 4 years and 6 months.

### **KS2**

6<sup>th</sup> centile, or below in 2 areas of learning, or just in reading, or if there is a discrepancy of 3 years between reading age and chronological age.

In practice it will usually be necessary to take account of Progress and Complexity as well as Severity. The Learning Support Service is also able to use professional discretion when deciding to start or continue working with a particular pupil.

### **Complexity**

Complexity takes account of the number and range of factors which may contribute to a pupil's special educational needs. It ensures that each pupil is considered as an individual.

It provides some flexibility to respond to individual pupil's needs. In some cases, other criteria may be applied less stringently in the light of complexity factors.

Understanding of the complexity of a pupil's needs depends on the collection of accurate information from a variety of sources. Close working with other agencies and understanding of their priorities is essential in identifying complexity factors.

## **8.3 Consulting and involving pupils and parents**

We strongly believe that parents should be involved as early as possible when difficulties arise. Once teachers/school staff notice that a pupil is falling behind and need a SAP/IEP for a quick intervention. The class teacher will contact the parent and discuss the targets that will form the intervention and explain that their child will move on to the Concern List.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:



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

We will formally notify parents when it is decided that a pupil will receive SEN support.

#### **8.4 Assessing and reviewing pupils' progress towards outcomes**

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENCo to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

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 will be made accessible to staff in a the support tab will be the individual education plan.

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

### **8.5 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

### **8.6 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

We will also provide the following interventions, this is a basic list, but not conclusive:

- Reading
- Sounds Write – phonic intervention
- Mathematics interventions
- Mental health
- nurture

### **8.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Regularly looking at our accessibility plan which can be located via the link:  
<https://www.chiseldonprimary.co.uk/special-educational-needs-or-disabilities/>

### **8.8 Additional support for learning**

We have 1 teaching assistant who is trained to deliver our interventions

We have 4 nurse staff who are trained to work with a set group of key children

Teaching assistants will support pupils on a 1:1 basis when required

Teaching assistants will support pupils in small groups when required

We work with the following agencies to provide support for pupils with SEN:



- Learning Support Service (LSS)
- Education Psychology Service (EPS)
- Education Service for Sensory Impaired (ESSI)
- Education Welfare Service
- Behaviour Support Service (BSS)
- Social Care
- Speech & Language Therapist (SALT)
- Occupational Therapist (OT) Physiotherapist
- School Health Service
- Targeted Mental Health Service (TaMHS)
- Children and Adolescence Mental Health Service (CaMHS)
- Swindon Young Carers (YC)

### **8.9 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.

### **8.10 Evaluating the effectiveness of SEND 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 in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **8.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Osmington Bay, Weymouth (Y4); Pencelli (Y5) and Berlin (Y6).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

The admission of pupils with SEND is always undertaken with the school's mission statement at heart. If a pupil with SEND fulfils the admission criteria, and his/her parents wish their child to attend, we will attempt to serve the needs of their child where possible.

### **8.12 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to be part of the school parliament, ECO club, and when in Y6 head boy or head girl
- Pupils with SEND are also encouraged to be part of any club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying.



## 9. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the class teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

## 10. Contact details for raising concerns

If you have a concern around SEND, please contact the SENCo of the school by telephoning the school office and requesting a meeting: 01793 740349 or emailing the SENCo directly using: [senco@chiseldon.swindon.sch.uk](mailto:senco@chiseldon.swindon.sch.uk)

## 11. The local authority local offer

Our contribution to the local offer is: <https://www.chiseldonprimary.co.uk/local-offer/>

Our local authority's local offer is published here: <https://localoffer.swindon.gov.uk/home>

## 12. Monitoring arrangements

This policy and information report will be reviewed by the SENCo **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Board.

## 13. Links with other policies and documents

This policy links to our policies on:

- Accessibility Audit and Plan
- Behaviour, Exclusions and Positive Handling
- Equality Policy and Plan
- Supporting pupils with medical conditions
- The local offer
- Attendance Policy
- Safeguarding and Child Protection Policy
- Complaints Policy