

## Values and Aims

**Belief** - We believe in God to guide us in life. We have belief in our ability to learn and succeed.

**Community** - We have a responsibility to make good choices for ourselves and others. We have the courage to stand up for what is right.

**Friendship** - To strive to show care and compassion to everyone we meet.

**Respect** - We are polite to other children and adults. We look after our school and everything around us.

**Determination** - To always try our best, try new things and challenge ourselves to do better.

**Humility** - To be thankful for all that we have.

**Individuality** - To remember that we are all unique and special but are a part of the same school family.

To achieve and promote these aims and values we will:-

- Put the wellbeing, development and progress of the children at school first.
- Take responsibility for maintaining the quality of teaching.
- Help children and young people to become confident and successful learners.
- Demonstrate respect for diversity and promote equality.
- Strive to establish productive partnerships with parents and carers.
- Work as part of a whole-school team.
- Uphold and follow the agreed school values and aims.
- Co-operate with other professional colleagues to support your child.
- Demonstrate honesty and integrity.
- Protect the reputation of the school, colleagues, governors, families and children by maintaining confidentiality.

**Chacombe CEVA Primary Academy**  
**Special Educational Needs Policy**

**Introduction**

We are an inclusive school with high aspirations for all our children, including those with special needs or disabilities. We believe that each child is entitled to an education which fits his/her individual requirements. This means having the greatest possible access to a broad, balanced and enriching education using a variety of teaching methods and approaches as well as through a carefully defined, differentiated curriculum.

**Aim**

The aim of this policy is to ensure equality of opportunity for all children, including those with special needs. It sets out to outline the responsibilities of staff and governors and to make expectations clear to children and parents.

**The Nature of Special Needs**

At Chacombe Primary Academy we believe that a child has special educational needs if he or she has a learning, social or emotional difficulty or medical disability which means that special provision, other than general classroom differentiation, needs to be made in order for potential to be reached or for equal access to the curriculum to be made.

**Implementation**

We adhere to the Code of Practice (2014).

We operate a policy of early intervention and aim to identify quickly those children who are falling behind age-related expectations using a variety of daily, periodic and summative assessments to measure attainment and progress. The Academy follows a clear policy of assess, plan, do, review.

Teachers use assessment data to carefully differentiate tasks so that every child undertakes appropriate learning for his/her ability and learning stage. The emphasis throughout the Academy and for all children is on high expectations regardless of special need or disability.

When a child is identified as not achieving age related expectations or not making appropriate progress, the Academy works through the procedure as indicated below:

1. If sufficient progress is not being made after 2 terms (12 -14 weeks) of very careful planning and differentiation for the child's needs, the Special Educational Needs Co-ordinator (SENCO) will be informed. Further intervention/support may be recommended, such as a specific program of work. This will be managed in class by the Class Teacher (CT) / Teaching Assistant (TA) and recorded using a Provision Map (PM). Parents will be informed of the extra provision being made for their child by the CT and shown a copy of the proposed PM. Parents and children will then be given the opportunity to discuss and input into the PM before it is finalised. The CT should ensure that parents and children have a clear understanding of the agreed extra provision, the targets to be achieved and a date when the targets will be reviewed. The CT should also ensure that parents understand their own role in helping the child to achieve the targets.

2. At the end of the intervention period (one term, 6-7 weeks), the impact of the PM will be reviewed and, if necessary, further targets and extra provision will be planned. At this stage, teacher's may request parental consent for internal assessments to be made by the Academy SENCO in order to help discern specific needs and to therefore allow for more precise planning. A short written report of results and implications will follow any assessments and will be shared by the SENCO with the CT, parents and, if applicable, with the child and the TA. At this stage, children may be added to the Academy's Special Educational Needs (SEN) register. Please see Appendix 2 for a timetable of review meetings.

3. If sufficient progress is not being made after 6 terms (one academic year), the SENCO will discuss this with the CT to determine if further assessment/guidance from outside agencies is required. Children not already on the Academy's SEN register will be added. Provision will continue to be recorded using a PM.

NB Advice may be sought at a previous stage if the SENCO feels this would be appropriate and with the consent of the parents. All consent should be recorded and a copy retained in the child's file.

4. The SENCO, with the CT, will continue to monitor the child's progress to see whether an application for an Education Health Care Plan (EHC) needs to be made. Such an application will be made when all those concerned with the education of the child feel that, despite all the provision and different strategies used, the child is still making very limited progress. The decision for this application will be made when parents, the SENCO, the CT, the Head Teacher (HT) and the child (if applicable) are in agreement that this is the best way to ensure the child continues to progress and achieve his/her full potential.

5. The request for an EHC will then be made by the school. The provision for all children who have an EHC will to be recorded either on a PM.

In addition to the regular review meetings (see Appendix 2 for a timetable), an annual review meeting will be held with the CT, Parents, SENCO and child (if applicable) to review the provision and progress made against the targets and to set targets for the coming year. Targets for Year 5 and 6 children with EHC Plans will take into account life skills and the child's aspirations for secondary education and beyond (if known).

A Nurture Group also runs within school for children who have social and emotional needs. Children are selected for this group by their CT in discussion with the SENCO and the HT. Parental permission is always sought before children attend this group and participation is time-limited (usually between two and four terms).

### **Responsibility**

**The Class Teacher** is responsible for ensuring that:

- Appropriate differentiation is made so that the specific needs of all children are accounted for in all lessons.
- He/she has high expectations for all pupils in all curriculum areas including those with SEN or a disability.
- Each child understands what he/she needs to do to improve.
- Interventions happen as part of class work wherever possible and children are not removed from their classroom environment unless necessary, for example, if a quiet space is required for reading.
- Any adaptations to the curriculum are documented on the PM.
- Specialist equipment needed by individual children is used to its full effect.
- TA's working with individual children have a copy of all relevant PM's and keep ongoing detailed records.
- TA's deliver an appropriate programme using relevant resources.
- They meet with TA's regularly to discuss impact of provision and make changes where necessary.
- Parents are kept informed of the child's difficulties and achievements and are involved in writing and reviewing PM's. Review meetings should involve children whenever appropriate.
- Parents are given a copy of the PM.
- Parents are informed if the child is added to the school SEN register.
- All children receiving support detailed on a PM receive the stated intervention and that progress is recorded. If this is not manageable, they seek to find a solution quickly by talking to the SENCO or HT.
- They work with the SENCO to produce any necessary assessment documentation.
- The SENCO is kept fully informed of the child's development/difficulties/achievements.
- The SENCO has electronic copy of new PM's by the end of the first week of every new term.
- Parents receive a copy of new PM by the end of the second week of every new term.

The SENCO is responsible for ensuring that:

- The SEN policy is adhered to.
- Teachers' keep the PM's up to date and review them at least termly (about every 6 weeks).
- Progress data is used appropriately to inform new PM targets.
- Progress data is shared regularly with the Senior Management Team.
- Teacher's make provision for the children with SEN in their class and use the interventions detailed on the PM. This may include adaptations to the curriculum, using specialist resources or using alternative methods of recording understanding.
- The targets and resources detailed on the PM's are appropriate for the child.
- Children are given the adult support as detailed on their PM.
- The progress of children with SEN is tracked and monitored to ensure full potential is being reached and extra provision is effective.
- Children are supported when moving between different phases in their education where necessary, for example, by arranging extra visits to the new setting, organising meetings for staff, children and parents to talk and ask questions and by ensuring all records are updated and passed on promptly.
- Help and advice is given to teachers, support staff and parents where necessary, this may involve contacting and liaising with outside agencies.
- Applications are made for High Needs Funding where appropriate.
- Applications are made for EHC's where appropriate.
- Parents of children with an EHC are invited to attend a separate meeting to which the SENCO will also attend. These will take place at least once each academic year.
- Children who have an EHC have a care worker provided by the LA.
- Parents are given information regarding the local offer, personal budgets, independent family supporters, disagreement resolution services and parent forums as necessary.
- The SEN register is kept up to date.
- Resources for SEN are returned and stored tidily.
- The Academy's SEN information is updated annually on the website.
- S/he keeps up to date with changes in SEN legislation through reading and by attending training and keeps all staff informed of any relevant changes.
- She liaises with the Designated Teacher for Looked After Children where a Looked After Pupil has SEN.
- The Governors are kept informed of SEN provision/changes within the Academy.
- She works with the HT and Governors to ensure the Academy meets its responsibilities with regard to the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

The **Head Teacher** is responsible for ensuring that:

- The SEN policy is adhered to.
- The school has a designated member of staff for SEN who is also a qualified teacher.
- Support staff are deployed in the most efficient way and in response to the specific needs of individual children in discussion with the CT's and the SENCO.
- Child protection issues are reported and dealt with.
- Monies delegated to the school for SEN are spent appropriately.
- The notional budget for SEN is shared with the SENCO.
- SEN issues are on the agenda for discussion at all full Governor's meetings.

The **Governors** are responsible for ensuring that:

- They fulfil their responsibility with respect to specific legislation covering SEN and ensure the designation of an appropriate responsible person.
- They are familiar with the Academy.
- SEN issues are discussed at all full Governor's meetings.
- Monies delegated to the school for SEN are spent appropriately.

### **Parents**

At Chacombe Academy we operate an open door policy with parents, keeping them regularly informed of their child's individual needs, the provision that is being made for their child, and how they can help at home. We expect parents to work with staff and to support their child by helping them at home in the ways suggested by the CT/SENCO. If parents are concerned about any aspect of their child's provision, they should discuss this with the CT in the first instance. If a satisfactory conclusion cannot be reached then parents should contact either the SENCO (Debby Andrews) or the HT (Alison Allen). Jodie Waddle is the Governor for SEN. She is available for contact via the school office.

### **Assessment and Record Keeping**

The class teacher will monitor the progress of the children with SEN in her/his class through both formal and informal methods. Curriculum and P Scale assessments will be recorded on Tracking and Assessment Sheets. In addition, the CT /SENCO/other professional may carry out further assessments as deemed necessary. The results of these will be kept in the SENCO's files or in the confidential files in the office. All records about a child's special needs will be open to parents. Copies of current PM's will be kept in the teachers' planning file. Completed/past PM's must be given to the SENCO for filing. Strict confidentiality will be adhered to.

## **Review**

The Governor co-ordinator for SEN, the SENCO and the HT will liaise to ensure optimum use of resources and personnel and ensure that this policy is regularly reviewed and evaluated.

## **Glossary of abbreviations**

**CT** Class Teacher

**EHC** Education Health Care Plan

**HT** Head Teacher

**LEA** Local Education Authority

**PM** Provision Map

**SEN** Special Educational Needs

**SENCO** Special Educational Needs Co-ordinator

**SMART targets** – Specific, Measurable, Achievable, Relevant, Time- specific

**TA** Teaching Assistant

Revised by DA 1<sup>st</sup> January 2017

## **APPENDIX 1 PROVISION MAPS**

### **Provision Map Completion**

**Provision maps should be completed by the classteacher. Advice should be sought from the SENCO if necessary.**

1. Highlight the intervention/s being received by the child, how often and for how long.
2. Record the start date of the intervention and when it will be completed. Interventions should be time limited. Should an impact not begin to be evident in six weeks, then the intervention may not be suitable and another may need to be tried in discussion with the SENCO.
3. The notes column should be used by the teacher or TA providing the support to record progress. Each comment should be dated.
4. Each term, review impact. Can the intervention stop as sufficient progress being made? Does it need to continue? Does another intervention need to be tried? Does further advice need to be sought? Record discussion and use a new provision map accordingly.
5. Copy of old and new provision maps to SENCO.



Intervention	Targets	How Often?	For How Long?	Start Date	Review Date	Notes
<b>Social/Emotional/Behavioural</b> Nurture group Wellingborough Socially Speaking Spirals Social Stories Feel Good Friends Volcano in my Tummy Relax Kids Circle of Friends		x1 pw	10 mins			
		x2 pw	15 mins			
		x3 pw	20 mins			
		x4 pw	30 mins			
		x5 pw	45 mins			
<b>Literacy/Language</b> ELS/ FLS Star Spell/ Word Shark Toe by Toe Jelly and Bean Break Through to Literacy All by myself readers			60 mins			
<b>Speech and Language</b> Developing baseline Communication skills Rhodes to Language Language in Pictures Language through listening Semantic links						
<b>Numeracy</b> Wave Three Maths Base Table Mountain Spring Board						
<b>Motor skills</b> Write from the Start Balance Programme Catch Programme Pegs to paper						

If you have any comments regarding this Provision Map or suggestions for new targets, please communicate these via your child's homework diary or speak to your child's teacher.

## APPENDIX 2 TIMETABLE OF REVIEW MEETINGS

Agreed involvement of children and parents with target setting and reviewing:

Date	Action
End of Term 1 (October)	Before the meeting – TA to review the PM with the child, provide written and verbal feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.
End of Term 2 (December)	PM reviewed by teacher, child and TA. New targets set, taking into account parent's comments.
End of Term 3 (February)	Before the meeting – TA to review the PM with the child, provide written and verbal feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.
End of Term 4 (April)	PM reviewed by teacher, child and TA. New targets set, taking into account parent's comments.
End of Term 5 (June)	PM reviewed by teacher, child and TA. New targets set, taking into account parent's comments.
End of Term 6 (July)	A parents' meeting is to be scheduled by the teacher. Before the meeting – TA to review the PM with the child, provide written and verbal feedback to the teacher and record suggested targets (from TA or child) on the back of the reviewed PM. PM reviewed at parents' evening by teacher and parents, taking into account notes from TA and child. New targets set.

NB Parents are asked to communicate any comments or suggestions regarding Provision Maps via the child's homework diary or by speaking directly to the Class Teacher.

