

SEN Policy

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1 Introduction

Caroline Chisholm School is a larger than average, cross-phase, mainstream school encompassing students from 4-19 years. Within the secondary phase of the school, we host a designated special provision (DSP) for autism and have ten places within this provision across the secondary phase.

Admissions to the DSP is determined by NCC and reflects specific admissions criteria. More information about our DSP is available on request.

We recognise at Caroline Chisholm School that a range and degree of learning difficulties, behavioural problems, physical or sensory disabilities will be experienced by some of our students. We pride ourselves on being an inclusive school, with a strong focus on academic progress of all our students notwithstanding any additional needs. The primary focus is to secure outstanding outcomes for all our young people.

It should be noted that:

- As appropriate, the aims and objectives of the Learning Support Team relate directly to those of the school and the Statement of Principles adopted by the LEA.
- It is noted that the following factors may impact on progress and attainment but are not in themselves a learning difficulty:
- Disability (the Code of Practice 2014 outlines reasonable adjustment duties under the Disability Equality legislation which we are compliant with.
- Attendance and punctuality
- Medical conditions
- Being in receipt of student premium grant
- Being a looked after child
- The term "parents" is employed throughout this policy and others to refer to any parent, guardian, or other adult in "loco parentis"

2 Definition of SEN

As defined by Section 20 of the Children and Families Act. 2014, used in conjunction with the Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014:

- A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.
- A child of compulsory school age or young person has a learning difficulty or disability if he or she:
 - Has a significantly greater difficulty in learning than the majority of others of the same age, or
 - Has a disability which prevents or hinders him or her 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.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in paragraph 3 above when they reach compulsory school age or would do so if special educational provision was not made for them.

A child must not be regarded as having a learning difficulty solely because the language or form of language of the home is different from the language in which he or she will be taught.

Disabled children and young people

Many children and young people who have SEN may have a disability. As defined by the Equality Act 2010 – a disability is '*...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities*'.

This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those effecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision, they will also be covered by the SEN definition.

Areas of need

Children's SEN are generally thought of in the following broad areas of need and support:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

3 Aims

- To ensure full entitlement and access for SEN students to high-quality education within a broad, balanced, and relevant curriculum and stimulate student interest and enjoyment of their education
- To educate students with SEN, wherever possible, alongside their peers within the normal curriculum of mainstream schools, after giving due consideration to the appropriate wishes of the students and parents and their individual needs
- To enable SEN students to be familiar with a body of knowledge, skills, principles, and vocabulary in order for them to lead full and productive lives
- To identify and assess students with SEN at the earliest opportunity.
- To fully involve parents and students in the identification, assessment, and delivery of SEN and to strive for close co-operation between all agencies concerned
- To work proactively with local authorities and other external agencies to ensure we perform our role in terms of joint commissioning of services (Children's and Families Act 2014)
- To advocate a person-centred planning approach
- To provide requisite information for the "local offer" in accordance with the special educational needs (local offer) (England) Regulations Clause 30, and at the behest of the local authority
- As a mainstream educational setting we will use our best endeavours to secure the special educational provision called for by the student's or young person's needs (Code of Practice 2014)

4 Admissions

The Principal and SENCO monitor our annual intake to ensure that students with special educational needs have not been refused admission or discriminated against because of their special needs.

- For those who have SEN but are not in receipt of an Education Health and Care Plan (EHCP), we will consider applications on the basis of our published admissions criteria as part of normal admission arrangements.
- For those that have an EHCP, we will liaise closely with the local authority and parents and will ensure that our legal obligations are met.

5 Identifying special educational needs

5.1 Primary

Within the primary phase, students who have additional needs are identified by nursery provisions and transitional visits are made by an Inclusion Leader. Further identification is usually made initially by class teachers and subsequently investigated by an Inclusion Leader. All students are tracked via Early Years Foundation Stage Profile in the foundation stage, and subsequently via national curriculum and Pre-Key Stage Standards in Key Stages 1 and 2, which may lead to identification of students who are not making expected levels of progress.

5.2 Secondary

The process of identification and assessment normally starts through liaison with our primary feeder schools, or home visits. Relevant staff visit our feeder schools or students' homes to meet prospective students, parents, and teachers during the year prior to commencement.

During the first few weeks of term, all year 7 students are given a reading test (which provides a reading age and standardised score) and a numeracy screening shortly after. Identification of students needing literacy or numeracy support will be largely based on the results of these tests.

Subsequent requests for support are also considered from various sources, including parents and teachers. Some students may personally request support and the school endeavours to assess, identify and intervene as far as is possible within the limits of the resources.

Parents will be contacted if assessment or referral indicates that a student has SEN and are thereafter kept regularly informed by a variety of means of their child's progress.

Within both Primary and Secondary phases identification of Special Educational Needs is a holistic process, taking into account the needs of the whole child.

6 A graduated approach to SEN support

6.1 Curriculum

The Learning Support Team works closely with the senior managers of the school curriculum regarding the timetable to ensure that:

- It is balanced (i.e., that it allows for and facilitates adequate development in each curricular and skill area)
- It allows for differentiation according to individual needs
- It offers equality of opportunity and access to the different curricular and skill areas

This entitlement curriculum is regularly reviewed to ensure that it is relevant to the student's needs, both present and future, and that it is perceived as such by the students themselves and their parents.

7 Quality of teaching

Caroline Chisholm School recognise that “all teachers are teachers of special educational needs” (Code of Practice 2014). In order to support this, the Learning Support Team offers advice and INSET (training) opportunities to subject teachers and other departments on employing differentiated teaching methods and resources to meet the needs of a wide range of learners. Additionally, we ensure that subject staff are made aware of the special educational needs of any students in their charge.

We recognise that high quality teaching, appropriately differentiated, is the first step in responding to students who have or may have SEN and that additional intervention and support cannot compensate for good quality teaching. We regularly review the quality of teaching for all students which includes additional INSET opportunities for teaching staff to improve understanding of strategies to support vulnerable students.

8 Additional SEN support

The Learning Support Team staff:

- Provide expertise in the education of students with learning difficulties.
- Provide expertise in the education of students with social emotional and behavioural difficulties.
- Provide expertise in the education of students with dyslexia.
- Provide expertise in the education of students with specific numeracy difficulties
- Provide expertise in the education of students with autistic spectrum conditions

A range of support is offered to students who are identified as needing additional SEN support above that of good quality teaching.

8.1 How do we decide if a young person needs additional SEN support?

- **ASSESS:** The decision is made to allocate additional SEN support dependent on the individual’s level of need and ability to access the school curriculum and make good progress. In making this decision, we consider academic progress and national benchmarking in conjunction with information from a range of skill-specific standardised assessments
- **PLAN/DO:** If a student is indicated as likely to benefit from SEN support, we discuss and plan the type and focus of this support and share this information with parents in a variety of formats including IEPs (primary phase) and student profiles and target documents.
- **REVIEW:** These documents are reviewed termly by the Learning Support Team, and where appropriate, with the student. This review will discuss the progress information provided by subject teachers within our internal census and the impact that SEN support is having on supporting the student’s progress. Parents can of course request access to this review.

9 Managing students' needs on the SEN register and the local offer

The range of SEN Support at CCS includes access to shared LSA support in lessons, intervention programmes such as literacy, numeracy and social support, alternative provision, and reduced class sizes in some subjects. This reflects the needs of any given cohort and as such will change over time. Careful consideration will be given to each student's needs in terms of determining their access to additional support. Their allocation will be determined with reference to the significance of their needs in relation to those of their peers. We are committed to an equitable, flexible, and creative distribution of this resource. It is based on a principle of equivalent funding and not limited to a number of hours of LSA support formula.

9.1 Formal assessment - top up funding and educational health care plans (EHCPs)

The Inclusion Leader is responsible for collating all documentation required for Formal Assessment using the Top up Funding requests documents or the EHC Plan request documents from the West Northamptonshire Council website. The Inclusion Leader will request a range of information from the parents, class teacher and other agencies.

9.2 Top up funding / higher needs funding

Top up funding can be requested from Northampton council when a school feels a child needs support above and beyond the support they are currently receiving from the school's resources. It is the responsibility of the Inclusion Leader to complete the funding documents and send this to the High Needs Funding Panel.

If a Top up funding request is successful, it is the responsibility of the Inclusion Leader alongside the class teacher to implement, monitor and assess the resources requested. It may be felt that the Top up funding resource has been successful and that this needs to be a long-term resource for the child. In this case the Inclusion Leader will either apply for more funding as a short-term measure or start the process for an Educational Health Care Plan if they feel this is a long-term learning need or disability. This will be with the permission of the parents.

In the case of the funding request being rejected it is the responsibility of the Inclusion Leader to find out the reasons for rejection and address these before applying again.

9.3 Requesting an EHC assessment

The guidelines for requesting an EHC assessment reflect the four main areas of need, outlined in the 2014 Code of Practice:

- Cognition and Learning.
- Communication and Interaction.
- Social, Emotional and Mental Health.
- Sensory and/or physical needs.

The guidelines ask those requesting an EHC Needs Assessment for a child or young person to submit evidence not only about the child/young person's needs but about:

- Interventions and support that have been put in place by the child or young person's setting.
- How progress has been monitored and interventions reviewed.
- Information on how the difficulties impact the child or young person's ability to learn and develop independence.
- What advice has been sought and acted on from external agencies.

The Inclusion Leader is responsible for completing the EHC Needs assessment process. They must consult the parents about starting the process and help them understand the process and what this means for their child.

They must make sure they complete the paperwork needed within each timeline set (See appendix 8 & 9 for the Education, Health and Care Plan Timeline) and arrange relevant meetings with relevant professionals.

The time taken from the point West Northamptonshire council receives the paperwork to the final EHC being issued is 20 weeks. The SEN team have to let the school and parents know within 6 weeks as to whether they will carry out the assessment.

Once the EHC plan has been set in place it is the responsibility of the Inclusion Manager and class teacher to implement the targets for the child. Regular monitoring will take place of the child's needs through Inclusion meetings, attainment progress, relevant intervention programmes and discussions with parents and the child.

The EHC plan will be reviewed annually. The Inclusion Leader will co-ordinate this meeting with all relevant parties and make sure relevant paperwork is completed.

If the assessment is not successful a letter will be sent to school and parents explaining why. Recommendations will be provided for the school to further support the child.

9.4 Conversion of statements to educational health care plans (EHCPs)

Since the 2014 update to the SEN Code of Practice, West Northamptonshire Council has been in the process of converting all Statements to EHCPs. Currently, there are no children at Caroline Chisholm School with a Statement of Educational Need.

9.5 Educational health care plans

Education, Health and Care Plans are designed to support children and young people with long term and complex needs that are impacting on their ability to access learning and develop independence.

It is the responsibility of the SENDCo. to liaise with the schools SEN support case worker to complete the relevant paperwork and keep to the timelines set by the council.

The SENDCo, class teacher, parents and any outside agencies involved will meet to discuss the child's progress and identify areas of need, annually. They will then amend the EHCP to reflect the areas of need. The SENDCo. will complete all relevant documentation and send this to the council within the correct timeline.

10 Roles and responsibilities

All members of Caroline Chisholm School will promote and support inclusion.

10.1 The trustee board

The Trustee Board must:

- Appoint an 'Inclusion Trustee' to monitor the provision and arrangements for inclusion. The named trustee responsible for Inclusion is Richard Jewel.
- Make every effort to see that the necessary arrangements are made for any pupil who has special educational needs.
- Make sure that teachers are aware of the importance of identifying children who have special educational needs or more able by providing appropriate teaching.

- Consult the LA and the trust board of other schools when necessary to co-ordinate special educational and Disability (SEND) teaching in the area.
- Make arrangements and allow pupils with SEN to join in the everyday activities of the school as far as is practical.
- Report each year to parents on their policy and provision for pupils with special educational needs.
- Take account of the code of practice when carrying out their duties towards all pupils with special educational needs.
(School Standards and Framework Act, 1998)

10.2 Principal

The principal must:

- Have a clear overview of special educational provision in the school and provide strategic direction for SEN provision.
- Manage resources and staff transparently and effectively.
- Provide- sufficient resources, administrative support and professional support to the Inclusion manager to enable him/her to be efficient.
- Provide opportunities for the professional development for the Inclusion Team.
- Monitor the effectiveness of the SEN policy and its implementation in the school.
- Evaluate the effectiveness of SEN access and provision and identify its contribution to the overall effectiveness of the school in raising standards for all pupils.

10.3 The inclusion team

The Inclusion team have 3 main areas of responsibility:

- Managing and implementing the procedures identified in the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014
- Ensuring that the barriers to learning are reduced and access to the school and its curriculum is adequately supported.
- Ensuring that access and provision are effective for SEN.

The Inclusion team must:

- Maintain the school SEN register.
- Oversee the records on all children with SEN.

The Inclusion team will:

- Support class teachers in gathering and assessing children's needs.
- Provide advice and support as necessary to all staff, including advice on curriculum modification and differentiation, teaching and learning strategies.
- Provide Individual Education Plan/One Page Profile/Personal Evacuation Plans for those children who need them and make sure all relevant staff have access to them.
- Contribute to in-service training of all staff.
- Support teachers in liaison with parents.
- Liaise with external agencies.
- Monitor the effectiveness of provision made for children with SEN in the context of effective access to the curriculum and the progress that they make and the standards that they achieve.
- Keep the schools' Local Offer up-to-date and make sure it is published on the school website.

- Keep up to date with changes being made under the Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014
- Liaise with feeder schools to gain information about new children.
- Liaise with Secondary schools to pass on relevant information about the children who have been in our care.

10.4 The class teachers

The class teachers:

- Have a good knowledge of children in their class.
- Plan work at an appropriate level to ensure access to learning for all.
- Implement individual targets when needed to help the child understand their barrier to learning
- Read and implement the advice given on the Individual Education Plan/One Page Profile/Personal Evacuation Plans (where used).
- Ensure that individual learning needs are incorporated into planning.
- Plan and oversee the work of learning support assistants.
- Monitor the progress of children with SEN.
- Provide information to the Inclusion team as requested.
- Provide, as necessary, information and reports to other agencies involved in supporting individual pupils.
- Provide reports for annual reviews and other statutory procedures.
- Support pupils in preparation of their own reports for annual reviews.
- Alert the Inclusion team to any concerns that they have about children with SEN that they suspect are experiencing difficulties with learning.
- Differentiate work for SEN or more able children in their class, seeking advice from the Inclusion Team where needed.

10.5 Teaching learning support assistants (TLSAs)

The TLSAs:

- Are directed by the class teacher, year leader and Inclusion team.
- Are involved in planning of lessons as appropriate.
- Support the implementation of individual targets when needed to help the child understand their barrier to learning.
- Read and implement the advice given on Personal Learning Plans / Personal Evacuation Plans
- Receive guidance on appropriate teaching and support strategies.
- Make an input to planning and review of special provision.
- Provide feedback to teachers and the Inclusion team regularly.
- Are clear about their roles and responsibilities within the school, especially towards named children.
- Are given opportunities for continuing professional development.

10.6 Supporting families

The Parents

The school will keep parents informed at all times about their child's learning and progress. They will make sure that parents are actively involved in decision-making with regards to their child's needs in line with the principles set out in Chapter 1 of the Special Educational Needs and Disability Code of Practice: 0-25 years July 2014.

The school will publish their arrangements for assessing and identifying pupils as having SEN and the provisions they make for children with SEN as part of the Local Offer; appendix (Special Educational Needs and Disability Regulations 2014).

The Child

The Special Educational Needs and Disability Code of Practice: 0-25 years, July 2014, requires the school to consider ways in which all children with SEN are involved in their own assessment and learning process. The views of the children should be taken into account at all stages of their school life.

All children at Caroline Chisholm School are involved in setting targets for learning. These targets are agreed in class with the teacher and Teaching Learning Support Assistants and shared with parents.

1 1 Specialist external support

A range of external specialist support is made available within school and is funded by CCS. This range includes the Educational Psychology Service, Speech and Language Therapy Team, Target Autism and Visual Impairment and Hearing Impairment support teams. The decision to involve and fund specialist external support will be made on the needs of the individual student in relation to the needs of their peers, the likely benefit of such support and the perceived impact on student well-being and progress. Additionally, we work proactively with external agencies to secure good outcomes for our students. As part of this work, we are familiar with and act as lead professionals on Early Help Assessments for those that meet the criteria of and would benefit from a multi-agency approach. A central part of the EHA process is to work proactively with parents.

1 2 Access arrangements

In terms of Access Arrangements, we follow the guidance of the JCQ and ensure that all those who qualify under the Joint Council for Qualifications criteria and would benefit from access arrangements have these in place. We operate under the principle that access arrangements must reflect usual classroom practice. Parents will be informed if their child has been allocated access arrangements and support arrangements are discussed between parents and Learning Support staff.

1 3 Support outside of the school day

There is a wide range of extra-curricular activities and educational visits. Every effort is taken to ensure that all those who would like to take part in such an activity are not disenfranchised by any additional need. In a very small minority of predominantly overseas visits, this process requires close working between our Learning Support Team and parents/carers to ensure that there is a balance of consideration between health and safety risks and the benefits of such opportunities. A range of activities are staffed during lunchtimes by Learning Support staff to ensure that students who would benefit from such activities are able to do so.

1 4 Student well-being

In order to support the emotional and social development of our students, there is a range of provision which includes a nurture group (primary phase) and designated social support during lunchtimes. We have a strong pastoral system, and every student has a form tutor with whom there are regular opportunities for dialogue. There is a safeguarding team who meet on a weekly basis to discuss any concerns regarding student well-being and take appropriate actions when needed.

15 Communication with parents

All students have a form tutor who is the primary point of reference for parents/carers. All students who have an EHCP have an individual caseworker within the Learning Support Team who acts as an additional link between home and school and will routinely monitor progress and wellbeing. Information about the curriculum studied by our students is available for parents/ carers to read on our website. Details of homework assignments are available for parents to view on Teams/Edulink.

16 Transitions

Transitions into and out of CCS are managed by the Learning Support Team for those students who have EHCPs. This may also apply to those students not named in such a document but who may require a high level of SEN support and as such have a higher level of need than would ordinarily be met by the usual transition work of the school. We recognise the importance of parents within this process and seek their involvement at every stage.

17 Monitoring and evaluation

SEN provision is regularly reviewed internally by both the Learning Support Team and wider personnel within the school. Additionally, we have undergone an external revision of our SEN provision and we participate fully in an annual review of our DSP which is managed by West Northampton County Council. Provision and progress of SEN students is discussed on a termly basis by the trustee board at the Students Sub Committee and we have a SEN nominated trustee.

18 Useful information

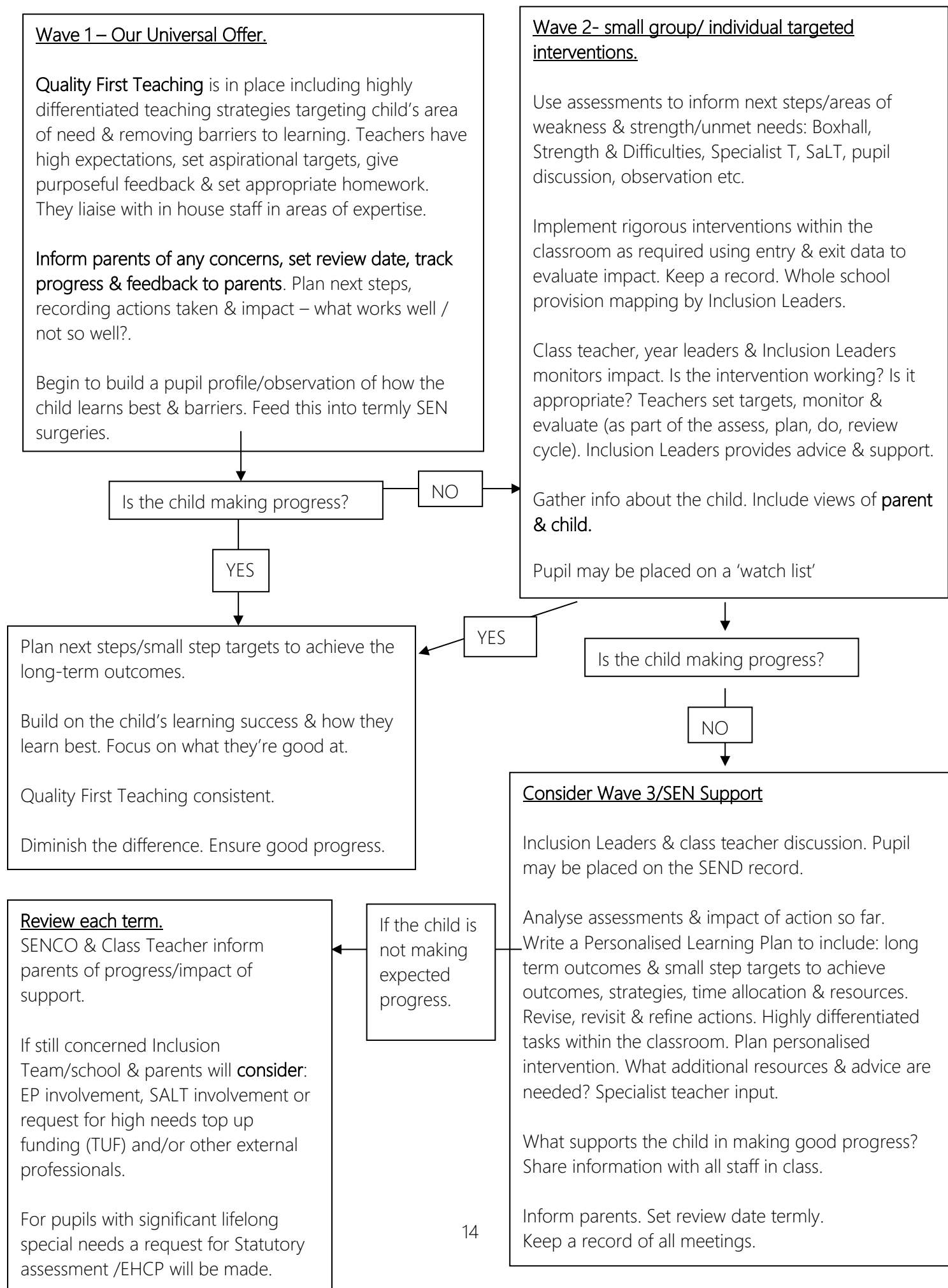
Information on West Northampton County Council 's Offer can be found at the following link:

www.northamptonshire.gov.uk/localoffer

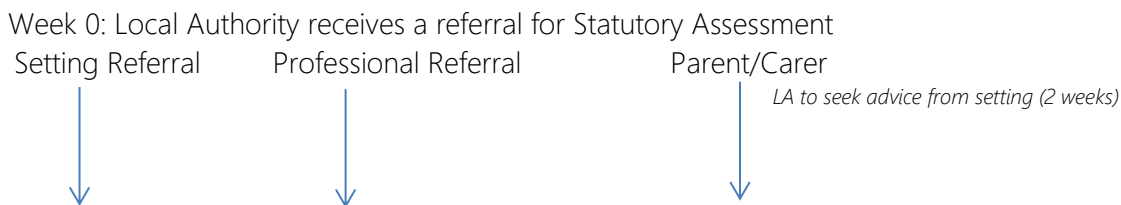
19 Links to other policies

- Accessibility Policy
- Fire & Evacuation/Lockdown Policy (with reference to Personal Emergency Evacuation Plans)
- Supporting Pupils with Medical Conditions Policy

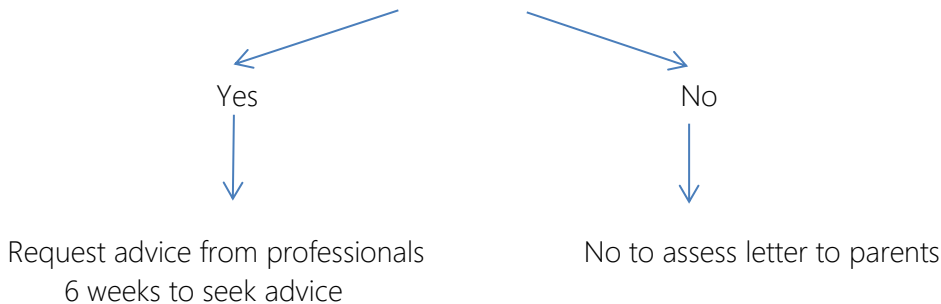
Graduated Response of Additional Needs



Education, Health and Care Plan Timeline



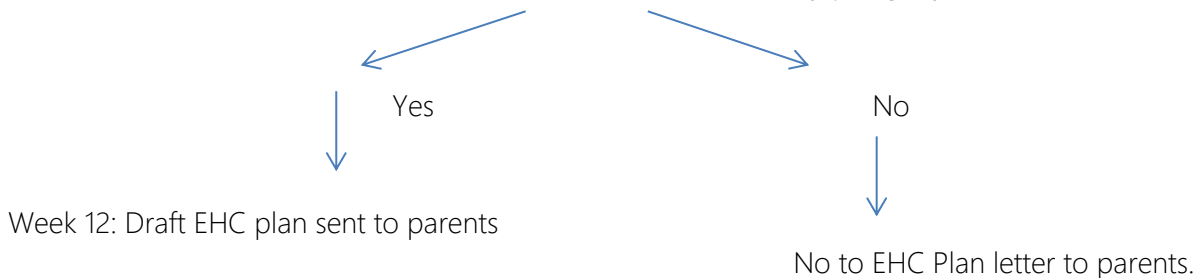
EHC Panel
 Week 4: Decision to say Yes or No to start Statutory Assessment.



Week 10: All advice received from Parent/Carer and Professionals

EHC Panel

Week 11: Decision to issue **Draft EHC Plan**



Week 13: Planning meeting
 Discuss Draft EHC Plan

Clarify provision parents would like
 Gain parents' school preference

Week 14: Provision meeting

Week 15: Send Proposed EHC Plan to all
 Parents have 15 days to respond to content and confirm preference

Week 17: Application to placement *

Allow setting to have 15 days to respond to application

Week 20: **Final EHC Plan sent to all**

*If parents ask for a special school or department provision, this may result in sending the EHC Plan out to parents without a school name due to panels' scheduling.