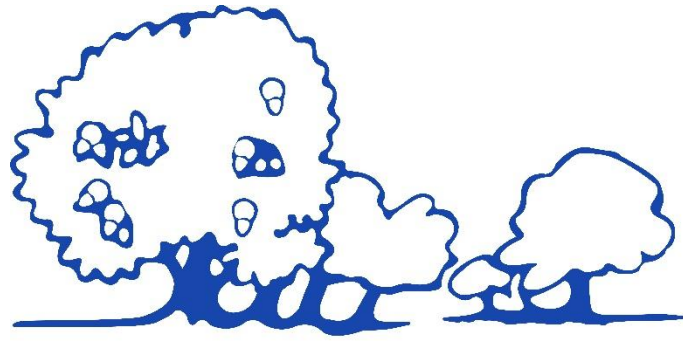




Chase Lane

Primary School and Nursery

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Our school promotes perseverance, resilience and mutual respect. Working in partnership with families, we ensure that all children are given the best opportunities throughout their educational journey. Children at Chase Lane embrace challenge and make the best possible progress to enhance their life choices in an ever changing, diverse modern Britain.

October 2025

Title:	Special Educational Needs and Disability Policy
Date of policy:	November 2023
Function:	Information and Reference
Subject Category:	Attainment and Progress
Audience:	Staff, Parents, Children and Governors
Date of Review:	October 2025
Member of Staff Responsible:	SENCO

Special Educational Needs and Disability Policy

Aims

At Chase Lane Primary School and Nursery we provide teaching and learning which enables all children to gain access to a broad, balanced and appropriately differentiated curriculum. We have high expectations of all our children. Every teacher is a teacher of every child including those with SEN. Our aim is to ensure all children are supported in order that they may work confidently to make the best possible progress academically, socially and emotionally.

- A child with special educational needs should have their educational needs met
- The views of the child should be sought and taken into account
- Parents support their child's education
- Children with special educational needs should be offered full access to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage and National Curriculum.

Close regard is paid to the three key principles of inclusive education:

- Setting suitable challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils
- Equal Opportunities

The staff of Chase Lane Primary School and Nursery believe that all members of the school should be treated with respect; have individual, diverse needs recognised, and be given the opportunity to reach their full potential, regardless of age, ability, religion, gender or culture.

Objectives:

- Identify need as early as possible and provide a graduated response
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs
- View our special needs provision as an ongoing, developing process
- Provide appropriate support in class in line with the Essex Ordinarily Available Inclusive Teaching Framework so that all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage
- Incorporate special educational needs procedures, including Learning Support Plans (LSPs), into curriculum planning
- Develop an effective partnership between school, parents and outside agencies
- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and gives sufficient information for carefully planned progression at every stage
- Involve the Governing Body and all staff, both teaching and non-teaching, in the regular review, development and evaluation of policy and guidelines
- Ensure all those involved with children with special educational needs work as a team to support the child's learning
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make the expected progress as they move through the school

Definition of Special Educational Needs

A child has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. (SEND Code of Practice 2014)

The Code of Practice refers to 4 broad categories of need which give an overview of the range of needs which school should provide for. (The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.)

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

Roles and Responsibilities

The Governing body, in consultation with the Head Teacher and SENCo, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work. The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure discussions with parents regarding SEN matters at relevant meetings
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN policy

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN. Admissions In every instance, when a parent/carers seeks a place for a child at Chase Lane Primary School, the Head Teacher:

- Ascertains whether or not the child is the subject of an Education, Health and Care Plan (parents are to record this information on the school's admission form)
- Informs the LA that an approach for admission has been made

Admission Arrangements: The school requests school records including National Curriculum Assessments; Child Protection file (where appropriate), and details of any SEN including pupil profiles and the most recent information when a child is transferring from another school.

Our SENCo is Mrs Michelle Kneeshaw

The role of the SENCo involves:

- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including intervention, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies

- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- Overseeing the One Page Profile (OPP), Learning Support Plan (LSP) and review process for all pupils on SEN Support or who have an EHCP.
- Ensure all teachers produce an OPP for each child with SEN which is regularly updated.
- Ensure all teachers One Plan and produce a LSP for all children with SEN in line with the school cycle document.

Teachers will:

- Provide high quality teaching for all class members
- To One Plan for all children identified as having SEN, using a person centred approach.
- Be responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff
- Monitor carefully the progress of all pupils, providing interventions and adjustments where necessary
- Raise concerns about a child if they are not making adequate progress, and have accessed good quality personalised teaching, to the child, parents/carers and SENCo, using a SEN referral form
- Work with the SENCo to decide the action required to assist the pupil to make progress, using the cycle: assess-plan-do-review
- Work with the SENCo to collect all available information on the pupil
- Develop and review LSPs for pupils who are put on the Special Educational Needs Support Register
- Develop and review OPPs regularly for pupils who are put on the SEN register, closely liaising with the parents/carers and the pupil.
- Work with SEN pupils to deliver the individual programme set out in the LSP
- Develop effective relationships with parents
- Work alongside support services, following advice and programme suggestions to support pupils on SEN Support or with EHCPs
- Encourage pupils to participate in decision making
- Be involved in the development and review of the school's SEN policy
- Continuously assess pupil progress and identify the next steps to learning
- Work with the SENCo to identify their own training needs around SEN
- Liaise closely with the child's next teacher to ensure they have a thorough understanding of the child's SEN

Pupil Participation

The school actively encourages the involvement of children in their education.

We:

- Involve the child in decision making regarding the methods by which their individual needs will be met where appropriate
- Invite the child to attend part of the One Plan or gain the child's view prior to the meeting to ensure their views are included
- Discuss the purpose of assessment arrangements and the implications of the Learning Support Plan (LSP) with the child
- Involve the child in the implementation of the LSP
- Expect children to participate fully in the teaching and learning process
- Expect children to listen carefully, contribute ideas and answers
- Expect children to try their very best in their independent learning and seek help when they need it
- Expect children to follow the school rules Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs.

We will:

- Notify the parents verbally through the class teacher as soon as any SEN concerns are noted
- Invite parents to attend and contribute to One Plan meetings
- Involve the parent/carer in decision making regarding the methods by which their child's individual needs will be met
- Develop and review the OPP regularly with the parents/carers support
- Provide a copy of the Learning Support Programme (LSP), which will show how the parents can support the child's learning
- Encourage the parent/carer to be actively involved in working with their child to achieve the targets set in their LSP.
- Arrange meetings with the SENCo to suggest approaches and techniques to use
- Ensure the parent/carer is aware of their rights to appeal regarding aspects of their child's SEN provision
- Direct parents to suitable support networks
- We expect parents/carers to engage with the school and to support their child's learning at home

Procedures

The Graduated Approach

The SEN Code of Practice (2014) sets out a graduated response to meeting children's special educational needs. If a child, despite good quality teaching in class with differentiated support, struggles to make expected progress, a period of assessment by the class teacher with SENCo support should be undertaken.

Chase Lane Assessment and Review Cycle (Appendix 1) details key dates in the assess, plan, do, review cycle.

Assessing Needs

Assessments commonly used to ascertain pupil's areas of difficulty include tests of receptive language, phonological abilities, sight word recognition, reading comprehension, spelling etc. If assessments such as these lead the class teacher and SENCo to the conclusion that a more personalised approach would benefit the child then, in consultation with the parents, his/her name will be put on the Special Educational Needs register and a Learning Support Plan will be made. In cases where an external professional has made assessments and/or diagnoses the class teacher and/or SENCo will consult with parents to decide future provision which may be to continue with High Quality First Teaching strategies or develop a more personalised Learning Support Plan.

Plan

A One Plan meeting will discuss individual strengths, difficulties, views, aspirations and provision to support an individual child. This will inform the LSP, which will have 2-4 targets which should be measurable and achievable in one cycle. The pupil and parent will contribute to the setting of targets. Parents will receive copies of targets and One Plan documentation. Some pupils may arrive in school already in receipt of a plan or EHCP, and these will be reviewed during the first term and the cycle will continue. Pupils with SEN needs who are known before school entry to the early years class will have a transition plan meeting and follow up plan review meeting to support their transition into school.

Do

In line with the Essex Ordinarily Available Inclusive Teaching Framework most pupil support will take place within the classroom. The class teacher may provide targeted, evidence based interventions that are additional to those provided through High Quality First Teaching. Pupil targets may be addressed through small groups or 1:1 targeted provision. Within the SEN support list there may be a few children who access additional intervention through “high needs” funding. This may be allocated through the school’s devolved SEN budget or in a few very high needs cases, the school may apply for additional extra “top-up” funding. This funding is usually spent on extra personnel who will support the child to achieve their targets, alongside the class teacher.

Review

One Plan meetings are held at least twice a year, during this meeting LSPs are written and reviewed. If at review, new targets are appropriate to achieve a narrowing of the learning gap, then another LSP will be written. Some pupils may benefit by being referred to the support services, for example, Occupational Therapy, Speech and Language Therapy, Educational Psychology Service, etc. who may work with school to help assess and plan provision for a child. The school greatly values this support. The SENCo, in close liaison with parents and class teachers, refers and monitors the involvement of outside professionals. Pupils on EHCP plans or High Needs Funding will also have annual reviews. These will be organised and overseen by the SENCo. Criteria for exiting the SEN Register If a pupil has successfully achieved the majority of his/her targets, narrowed his/her reading age gap, narrowed his/her curriculum gap, or no longer requires support to be able to successfully access the demands of a class room, he/she will be reviewed and the class teacher, child and SENCo will decide to remove him/her from the register. Parents will be informed and have an opportunity to discuss the decision with school.

Education of Pupils with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010. Some may also have special educational needs and may have an Education, Health and Care Plan (EHCP) which brings together health and social care needs as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training and Resources

The Special Educational Needs Policy and Guidelines are subject to regular whole school review and evaluation. The SENCo and designated governor discuss and review SEN issues regularly. The SENCo attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENCo if they need further training in school procedures or support for children. Training for both teaching and non-teaching staff is provided as necessary and the SENCo ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as outside agencies. Priorities for training with regard to SEN will be specified within the School Improvement Plan. Governors have access to SEN training.

Complaints Procedure

The school’s complaints procedure is outlined in the school complaints policy. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/Carers will be given the necessary information upon request.

Monitoring, Evaluation and Review of SEN Policy and Guidelines

The quality and provision we offer all pupils is monitored by the senior leadership team through in class observations, sampling the views of parents and pupils, observations of all staff and thorough monitoring of pupil progress through termly pupil progress meetings. This document is

subject to annual review as part of the cycle of whole school self-evaluation. All staff involved in the review, development and evaluation of the SEN policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of differentiation by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by the Head Teacher and SLT
- Collation of children's and parent's/carer's comments following review meetings