



# **Special Educational Needs Policy**

**Signed:**

**Chair: R Dutton**

**Head: S.Waterhouse**

**Date: 6<sup>th</sup> February 2025**

**Review: February 2027**



## Chesterton Community Sports College Special Educational Needs Policy

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- a. have a significantly greater difficulty in learning than the majority of the children of the same age;  
or
- b. have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the same area of the Local Authority;

Special educational needs may relate to one or more of the following areas of needs:

- a. Communication and interaction
- b. Cognition and learning
- c. Social and emotional
- d. Sensory and/or physical needs
- e. Medical conditions

Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

Some pupils with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. Each child will be assessed as required and the appropriate provision will be identified in relation to their needs.

We endeavour to make every effort to achieve maximum inclusion of all pupils (including those with SEN) whilst meeting individual needs. Teachers provide learning opportunities for all the pupils within the school environment and provide materials appropriate to pupils' interests and abilities. This ensures that all pupils have a full access to the National Curriculum.

As a school we are committed to inclusion, meeting individual needs and the provision of the highest quality for all students and the efficient use of resources.

We encourage mutual respect and consideration as part of the ethos of our school. All pupils are valued and we work to promote pupils self-esteem and emotional well-being and help them to form and maintain worthwhile relationships based on respect for themselves and others.

### **Partnership with Parents/Carers**

The school works in partnership with parents. This is a school priority in line with the SEN Code of Practice.

We work to enable and empower parents and carers by;

- Making parents and carers feel welcome
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately



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- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for children via Pupil Passports that are regularly reviewed
- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEN provision
- Providing all information in a parent friendly and accessible way

### Involvement of Pupils

We recognise that all pupils have the right to be involved in making decisions and exercising choice. We endeavour to fully involve pupils, wherever possible, by including pupils in:

- Identifying their own needs and learning
- Individual target setting across the curriculum
- The self-review of their own progress and in setting new targets
- Involvement in their reviews and target setting

### Management of SEN within the School

We recognise that all members of staff are teachers of children with special educational needs. The Headteacher will oversee the school SEN provision. All members of staff are aware of their responsibilities regarding pupils with SEN, whether or not pupils have an Education, Health and Care Plan. A positive and sensible attitude is shown towards these pupils.

In line with the recommendations in the revised Code of Practice, the school's SENCo is **Deryth Machin**. Deputy SENCo is **Laura Till**.

The school's SENCo will be responsible for:

- overseeing the day-to-day operation of the policy
- liaising with and advising teachers
- overseeing the records of all children with SEN
- liaising with parents of children with SEN
- contributing to the in-service training of staff
- liaising with external agencies
- co-ordinated provision for children with special educational needs
- liaising with and advising teachers
- managing Learning Support Assistants
- establishing APDRs (Assess, Plan, Do, Review)

The SENCo is responsible for keeping the Headteacher and the Governor with responsibility for SEN fully informed. This will take place at regular intervals throughout the year at least once a term.



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### Admissions Arrangements

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.

### Identification and Assessment

We accept the principle that a pupil's needs should be identified and met as early as possible. The school adopts the levels of intervention as described in the SEN Code of Practice.

We adopt the following procedures for identification and assessment:

- the analysis of data
- teacher concern forms
- following up parental concerns
- tracking pupil progress
- information from other services
- pupil progress meetings

### School Register

Schools should arrange the **additional and different provision required** to enable children to make **adequate** progress. This is the key indicator to determine the graduated response. A checklist of support will be devised through provision mapping. These will be monitored by the SENCo.

The subject teachers make appropriate arrangements for adapting the curriculum and providing additional support for the child as identified by their SEN targets.

If there is **inadequate** progress at Wave 1 provision, the subject teachers, in conjunction with the SENCo, will assess the child's difficulties using a range of assessments. A more detailed Assess, Plan, Do, Review will usually be devised. The APDR may suggest alternative strategies, learning programmes, modifications to the curriculum and/or extra support for the child, individually or in small groups. This will involve the support and advice of outside agencies such as Pupil Support Services, Educational Psychology and Health Services.

Parents are kept informed at all stages of intervention. This partnership and the exchange of information with external agencies is particularly important in order that the needs of the majority of pupils with SEN are met effectively.

The PDARs are discussed with the pupils and then sent home for parents to review. They are managed on the school's electronic registration system.

At both of these stages, the following additional support may be provided:

- in-class support for small groups with an additional teacher or Learning Support Assistant
- small group withdrawal
- individual class support or individual withdrawal



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- further adaptation of resources

For pupils with a statement provision will be in line with the recommendations on the statement.

### **Links with Other Services**

Effective working links will also be maintained with:

- Health services
- Social services
- Families First
- Educational welfare services
- School nurse
- Links with other schools

### **Staff Development and Training**

In order to maintain and develop the quality of our provision, all members of staff are encouraged to undertake training. Input from external agencies is actively encouraged. Once a year, the SENCo, Educational Psychologist and SENIS will meet to arrange any relevant training.

### **Monitoring and Evaluation of SEN Provision**

The effectiveness of our provision for pupils with special educational needs is carried out in the following ways:

- Classroom observations
- Work sampling
- Scrutiny of planning
- Informal feedback from staff
- Pupil interview
- Pupil tracking
- Pupil review meetings
- Monitoring of targets
- Attendance records
- Pupil Passport reviews.

### **Complaints**

If there are any complaints relating to the provision for pupils with SEN, these will be dealt with in the first instance by the Headteacher, as per the complaints policy.

The policy will be reviewed by the Local Governing Committee and Trust Board every two years or earlier if it is considered necessary.