



# Special Educational Needs Policy

**Primary & Secondary Academies**

April 2019

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## 1. Scope

This policy should be read alongside our [SEN Information report](#) (available on our website)

At CHAT Academies, the abilities and achievements of all pupils are valued equally. The implementation and monitoring of this policy ensures access to a broad and balanced curriculum for every pupil. A good working relationship with parents and parental involvement in understanding the needs of children and young people is considered essential to the planning of educational provision and educational opportunities.

This policy complies with the statutory requirement laid out in the *Special Educational Needs and Disability Code of Practice: 0 – 25*, the Special Educational Needs and Disability Regulations 2014 and with reference to the Equality Act 2010 and DfE advice to schools.

## 2. Aims and objectives

We will ensure that these aims and objectives are effectively applied through monitoring of SEND provision and of the achievement of the planned learning outcomes at each academy.

### AIMS

- To provide a school environment that fosters an enjoyment of learning for all, that encourages creativity, excitement for learning, and a striving to achieve.
- To promote individual respect for co-operation in learning and for participation in the activities of the school community across the range of abilities and potential.
- To ensure that all pupils have access to a broad and balanced curriculum differentiated appropriately to meet individual needs and ways of learning.
- To maintain an ongoing partnership with parents to better identify and clarify challenges to progress for pupils with Special Education Needs (SEN).

### OBJECTIVES

- To identify and provide for pupils who have special educational needs.
- To ensure early identification of pupils with SEN through the rigorous whole school tracking, monitoring and recording system.
- To encourage parents, and whenever possible the pupils themselves in identifying needs and planning to remove barriers to achievement.
- To work within the guidance provided in the Special Educational Needs and Disability Code of Practice: 0 to 25 years
- To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs.
- To provide a Special Educational Needs Co-ordinator (SENCO) at each Academy.
- To provide support and advice for all staff working with special educational needs pupils.
- To emphasise personalised learning whenever this will support a pupil's progress.

### 3. Identification of educational needs

#### A GRADUATED APPROACH: WAVE ONE

Step one of the graduated approach is embedded in the ongoing, whole school Assessment and Monitoring System of each pupil's progress. This consistent, systematic approach promotes 'Good Quality' teaching and highlights those for whom differentiation will support access to the curriculum.

#### Tracking progress

Throughout the pupil's time at CHAT Academies we continue to ensure that close monitoring of their progress takes place through:

- careful ongoing tracking;
- discussion during progress meetings of individual pupil performance.

Pupil progress is monitored through the use of Early Learning Goals and National Curriculum standards in primary academies and GCSE standards in secondary academies.

All pupils are valued, have individual targets and are clear about what they need to do next to make the progress expected of them.

During the tracking of children's / young people's progress, CHAT Academies check that all pupils:

- are making or exceeding the level of progress expected;
- are being set challenging targets;
- are further supported where progress is limited;
- have any barriers to learning identified and addressed.

In order to do this, SMT and SENDCo's:

- track and monitor the academic progress children are making;
- are involved in discussions with teachers;
- map the provision and support available for children;
- keep accurate records for students with Special Educational Needs

High standards of teaching are assured with:

- This regular and careful review of the teaching and learning of all pupils, including those at risk of underachievement.
- Learning Walks' and 'Pop-in' observations are an ongoing part of the monitoring cycle. These monitoring strategies have an alternating focus so that all are encouraged to be reflective practitioners.
- The Provision of SENDCo support and advice to strengthen teachers' and other staff's understanding of the more frequently encountered SEN and of effective implementation and delivery of interventions.

- By monitoring all pupils on the SEN Register and implementing additional support for those falling significantly outside the range of expected progress.
- By involving parents, keeping them informed of interventions and by seeking their views on their child's progress
- By addressing parents' concerns and queries as a matter of high importance

## **THE GRADUATED APPROACH: WAVE TWO**

Varied levels of differentiation are offered as a means of providing children and young people with the opportunity to learn at the pace suited to their level of need. Catch up interventions with a focus on reading, English and Maths are provided to students who need extra support to close the gaps in learning.

## **THE GRADUATED APPROACH: WAVE THREE**

CHAT Academies provide support in line with statutory requirements as per Section 20 of the Children and Families Act 2014 which states: -

### ***When a child or young person has special educational needs***

- (1) A child or young person 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.*
  
- (2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—*
  - a) has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - b) 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.*
  
- (3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).*
  
- (4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.*

Across CHAT Academies, when a child or young person has special educational needs they receive targeted provision at wave three. This includes highly tailored interventions to accelerate progress, address the barriers to learning and enable pupils to achieve their potential.

This may include 1:1 or specialist interventions and may involve external agencies.

## 4. Assess, Plan, Do, Review cycle

Pupil progress, including the personal, social and emotional development of all pupils, is carefully monitored. We recognise that it is important to identify additional needs at an early stage in order to help children or young people to achieve their full potential.

In line with the 2015 [Special educational needs and disability code of practice: 0 to 25 years](#), CHAT Academies follow the assessment model of 'ASSESS, PLAN, DO, REVIEW'.

This model is operated in partnership with parents and the pupil whenever possible.

### ASSESS

CHAT Academies believe that additional intervention and support can never replace good quality teaching. Pupils are only recorded on the SEN register if there is substantial evidence that progress is a concern, despite appropriate intervention at Wave One / Two of the Graduated Approach. The SENDCo in consultation with parents and teachers will ensure that pupils who meet the criteria for entry on the SEN Register will have their needs further assessed.

As per the code of practice, all teachers are considered to be responsible and accountable for the progress and development of the pupils in their class or subject area. This responsibility extends also to the monitoring of outcomes where pupils access support from teaching assistants or specialist staff.

The class / subject teacher will undertake the assessment process with support from the SENDCo, or in some cases with specialist advice, such as from an educational psychologist or other professionals. The code proposes four categories of need to guide the assessment of SEN.

These categories are:

- Communication and interaction
- Cognition and learning
- Social, Emotion and Mental Health (SEMH)
- Sensory and / or physical

Special Educational Needs that affect a child's ability to learn can include their: -

- behaviour or ability to socialise (e.g. not being able to make friends)
- ability to communicate effectively (e.g. Autism Spectrum Disorder)
- reading and writing (e.g. dyslexia)
- ability to understand ideas/concepts
- concentration levels (e.g. Attention Deficit Hyperactivity Disorder)
- physical needs or impairments

If you think the above may apply to your child contact the SEND co-ordinator in your child's academy or nursery as an assessment may be appropriate. Please see **APPENDIX 1** for full SENDCo contact details across our academies.

Further information can be found at <https://www.gov.uk/children-with-special-educational-needs>

The purpose of assessment is to guide a school system on the planning and actions required to reduce barriers to learning. Assessment does not attempt to categorise individuals but firmly adheres to the following core principles: -

1. Each pupil is respected as an individual with their own profile of strengths and difficulties.
2. The 'whole person' approach to assessment defines the unique profile of each pupil – narrow categorisation of SEN needs is not acceptable.

CHAT Academies also recognise that certain factors may impact on progress and attainment but these alone do not constitute SEN. Factors such as:

- Disability
- Health and welfare
- EAL
- Being a Looked After Child
- Attendance and punctuality

## **PLAN**

The action planned to meet a pupil's needs will be made in consultation with parents, relevant school staff and when it is thought appropriate, also with other specialists such as a speech and language therapist or an educational psychologist. This plan will be known as the 'SEN Support Plan'.

All those working with the pupil will be informed of the pupil's individual needs and of the action plan.

A copy will be provided for parents. The plan will be a concise – outcome focused document with a time limited duration.

## **DO**

The class teacher, subject teachers remain responsible for ensuring that this plan is put effectively into practice, even if support is provided in small groups or in another setting.

## **REVIEW**

A Support Plan will be reviewed according to the time set for duration. The review will evaluate the impact and quality of support in helping to achieve set outcomes. This review will include parents.

The SENDCo will participate in making decisions on whether to continue with the Assess, Plan, Do and Review cycle or to discontinue inclusion of the child / young person on the SEN Register.

## Exiting the SEN Register

The review process will be the means of making decisions re: exiting the SEN Register if all outcome measures have been met over time and all concerned, including parents (child / young person) believe it is no longer necessary to have further SEN Support Plans.

## 5. Arrangements for co-ordinating SEN provision

During the tracking of children's progress, we check that children:

- are making the level of progress expected;
- are being set challenging targets;
- are further supported where progress is limited;
- have any barriers to learning identified and addressed.

In order to do this the SMT and SENDCo:

- keep accurate records of the levels children are attaining;
- are involved in discussions with teachers;
- map the provision and support available for children;
- track the progress of individual children over the year.

## 6. Referral for an Education, Health and Care plan (EHCP)

Where there is complexity of a Special Educational Need or where a child may need extra support (e.g. an on-going programme/recommendations from an external professional, a personalised curriculum or timetabled support from an additional adult) on a continuous basis, a Statutory Assessment request may be a considered option. This will be a request to the Local Authority made by an academy or a parent.

The decision to make a Statutory Request for an Education, Health and Care Plan (EHCP) will be made by the SENDCo in consultation with other relevant staff and the parents.

Should a decision be made to make a Statutory Assessment then a multi-agency approach is set in motion, to assess, plan provision, and identify resources.

Should an Education, Health and Care Plan be issued then it will be reviewed annually.

The Special Educational Needs and Disabilities Local Offer describes the services and provision which are available both to those families in Enfield that have an Education, Health and Care Plan and those who do not, but who still experience some form of Special Educational Needs (SEN) [www.enfield.gov.uk/send](http://www.enfield.gov.uk/send)



## 7. Responsibility for the co-ordination of SEN provision

The person responsible for overseeing the provision for SEN within each of CHAT academies is the Head Teacher. The person co-ordinating the day to day provision of education for pupils with SEN within each of CHAT Academies is the relevant Key Stage SENDCo. Individual SENDCos cover the following Key Stage groups across all CHAT Academies:

- EYFS and Key Stage 1
- Key Stage 2
- Key Stage 3 and 4

For individual contact information see **APPENDIX 1** or the SEN Information Report.

## 8. Roles and responsibilities of the SEN team

### **HEAD TEACHER responsibilities**

- liaising with the SENDCos when reviewing SEN policy;
- working with the SENDCo to ensure that they are able to fulfil their responsibilities;
- ensuring that information is disseminated appropriately;
- overseeing the Education, Health and Care Plan and annual review process;
- ensuring that children attain the highest standards they can and that measures are in place for when difficulties occur.

### **GOVERNORS responsibilities**

- monitoring the progress of children with SEN and the actions of the SENDCo;
- ensuring that the SEN policy is made available to parents;
- ensuring that statutory responsibilities are fulfilled in relation to the role of the SENDCo;
- liaising with the head teacher and SENDCo when commenting on policy.

### **SENDCo responsibilities:**

- overseeing the day-to-day operation of this SEN Policy;
- line manage targeted members of staff;
- supporting teachers in the preparation of individual Learning Support Plans;
- tracking the progress of children with SEN;
- supporting teachers with strategies and resources;
- liaising with parents of children with SEN;
- contributing to in-service training (INSET);
- liaising with other academies or other schools;

- advising on teaching and learning to support effective differentiation in class;
- representing special needs as part of the senior leadership team;
- analysing data and reporting SEN data;
- chairing and co-ordinating the EHCP review process;
- co-ordinating and preparing the necessary documentation during statutory assessment;
- liaising with outside agencies and support services;
- observations and paired teaching in class;
- work scrutiny / trawls with senior leadership team;
- monitoring the quality and effectiveness of intervention groups
- facilitating transition/transfer of students with SEN
- collating / maintaining accurate records and documentation in relation to students with SEN

### **TEACHERS' responsibilities**

- planning and evaluating lessons in order to provide personalised learning;
- monitoring and tracking progress;
- implementing assessment for learning;
- delivering learning opportunities that are accessible and challenging;
- drawing up and monitoring Learning Support Plans, Pastoral Support Plans (PSPs) and Personal Education Plans (PEPs) with the advice and support of specialist members of staff;
- implementing the SEN Policy;
- working constructively with external agencies and parents to improve outcomes for children.

### **TEACHING ASSISTANTS responsibilities**

Support staff are responsible for:

- liaising closely with the teacher and SENDCo to ensure that information is shared and needs are met;
- taking on different roles inside and outside the classroom to ensure that all children are able to access the curriculum and receive feedback on their learning;
- contribute to reviews of students with SEN where appropriate;
- working flexibly with colleagues to improve outcomes for all learners.

## **9. Working with external agencies**

The SENDCo is responsible for liaising with external agencies and support services in respect of children with SEN. SENDCos liaise with a variety of agencies in order to deliver highly personalised support for each individual student with SEN. Where appropriate SENDCos will feedback to parents

/ carers on the involvement of external agencies and regularly review the provision in consultation with parents and agencies.

This includes chairing annual review meetings or facilitating meetings between parents / staff and external agencies such as:

- Local Authority Educational Psychologists
- Children and Adolescent Mental Health Service therapists (CAMHS)
- Speech and language therapists
- Social workers
- Local authority workers (such as Youth Offending Service, SEN services, admissions)
- Behaviour Support Service
- Hearing Impairment Service
- Vision Impairment Service
- Autism Outreach Service
- Independent Careers Advisors
- Parent Support Service / SENDIAS
- Other professionals where appropriate;

Where children are dual registered with another school or alternative provision (e.g. IRB unit) there will be half-termly meetings / discussions held between members of staff at both settings to check on progress and consider any changes to arrangements necessary.

## **10. Involving children and encouraging inclusion**

CHAT Academies recognise that children with SEN have a unique knowledge of their own needs and circumstances. They will be encouraged to fully participate in all the decision-making processes that occur, including: -

- setting of learning targets;
- contributing to their Learning Support plans;
- assessment of their needs;
- their annual review;
- transition planning;
- giving feedback about units of work;
- the strategies that are most effective in helping them learn.

It is expected that all children, regardless of level of learning or physical disability, can take part in making the decisions that are important to them. Where necessary additional adult time is provided to enable them to record their views and make comments during consultations.

## 11. Equal opportunities

Careful pupil tracking ensures that our academies have high expectations of all children and that any trends in pupil progress from specific groups of pupils are checked. The progress cycle ensures that strategies are applied immediately if it's felt that any groups of pupils are not making the progress they should.

The **Accessibility Plans** (available on our website) are regularly reviewed. These provide a short, medium and long-term view in order to make the school more accessible and able to provide for the variety of physical and sensory disabilities which current and future children / young people may have.

We may need to offer specialist provision, building adaptations and special fixtures and fittings in order to ensure that children with SEN are able to achieve. Our Accessibility Plans demonstrates the changes and adaptations that our academies plan to make in order to improve access to the curriculum and facilities for disabled children.

All children are encouraged to take part in all activities. This includes children with SEN fully participating in extra-curricular activities.

Activities are monitored to ensure that this is happening and where this is not; every attempt is made to find out why and address the issue.

Where educational visits are being planned we seek to make our visits accessible to all students. Please see our **Educational visits and off-site activities policy** (available on our website).

## 12. Monitoring and evaluation

Key indicators of the efficiency of this policy are considered on a termly basis and include:

- the level of progress made by children with SEN;
- the responses from review meetings;
- the number of children referred for statutory assessment;
- the number of children receiving Education, Health & Care Plans
- the number of children who no longer require SEN Support.
- the level of success in achieving the outcomes identified on Learning Support Plans;
- the extent to which children with SEN are fully included in all aspects of the curriculum;
- the extent to which children with SEN are happy attending school.
- SEND Departmental / line manager meetings and minutes
- Pupil assessments for review meetings
- Pupil and parent views relating to the review of EHCP / support plan outcomes
- Internal teacher assessment collated as part of the whole school data collection procedure

- Attendance of SEN children
- Parent voice via Academy's website and parent feedback questionnaires
- SEND allocated governor / governor visits

### **In addition**

- Value added assessment data collated from the external examination procedures from RAISE online / Analyse School Performance
- Attendance of LA SENDCO meetings
- Feedback from OFSTED inspections

## **13. Links to other academies within the Trust**

The Senior Management Team of Cuckoo Hall Academies Trust work as body to ensure that each of its academies are enjoyable and effective places for learning for all individuals, adults and children.

The Learning Support Team is a centralised team consisting of the Trust's SENDCos. Regular forums are held where they will collectively discuss current matters, consider areas of need moving forward and develop efficient systems to ensure that all children's needs are met. This not only enriches the expertise of each SENDCo, but also drives a high standard of consistency of SEN provision.

## **14. Transfers to school or academies outside the Trust**

When pupils transfer we ensure that all records regarding SEN are transferred as soon as possible. Where possible the SENDCo will discuss any particular issues and the kinds of support and intervention that the child has been receiving with the receiving school / academy. Attendance information is fed to the receiving office by CHAT's Attendance Officer. Where necessary the SENDCo will also facilitate contact between parents and the receiving school / academy.

Teachers have the general duty of ensuring that other staff with relevant information have the opportunity to feed their comments through to the new school. This might include observations from Teaching Assistants.

## **15. Parental concerns**

Our policy is to make sure that every opportunity is made available for parents to remedy any concerns they may have as soon as possible.

Our academies have an 'open door' policy which allows for parents and staff to work together to support children's learning however there may be times when parents become unhappy with the nature of the provision available to their child.

In this case we ask parents / carers to discuss any concerns with the class teacher or Phase Leader / Head of Year.

If, further to this meeting, a parent remains dissatisfied unhappy they should raise their concerns with a senior member of staff (such as the Deputy Head) or the SENDCo. Contact can be arranged via the school office.

A copy of our **Complaints Procedure** is available on the academy website should a parent / carer still feel we have failed to address their concerns.

The senior leadership team of each academy are responsible for overseeing the SEN provision and SENDCOs are responsible for the day to day provision of education.



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