

## Cheslyn Hay Primary School

| <b>INCLUSION NOW!</b><br><b>Every Child Matters at Cheslyn Hay</b> |   |
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| <b>Aims</b>  | <p><b>'All staff will care, empathise, work and teach pupils with Special Educational Needs and Disabilities'.</b></p> <p>To achieve this we will:</p> <ul style="list-style-type: none"> <li>• Create a happy, secure and stimulating environment.</li> <li>• Offer a broad, balanced and differentiated curriculum in which pupils are helped to realise their individual learning potential and experience a sense of positive achievement.</li> <li>• Raise the esteem of special needs pupils and promote a positive self image by providing pupils with many opportunities to experience success.</li> <li>• Work with parents/carers as partners and value their support in all aspects of meeting their child's needs.</li> <li>• Foster a whole school approach to Special Needs and Disability.</li> <li>• Ensure equality of opportunity for all pupils.</li> <li>• Embed the policy into the ethos and culture of Cheslyn Hay.</li> </ul> |
| <b>Objectives</b>  | <p>The school will:</p> <ul style="list-style-type: none"> <li>• Identify pupils with SEND as early as possible in order that appropriate action may be taken to meet the pupil's needs.</li> <li>• Provide suitably differentiated work in order for pupils to achieve.</li> <li>• Approach external agencies for support and advice where necessary.</li> <li>• Adopt and promote the SEN Code of Practice for assessment, monitoring and review.</li> <li>• Support pupils identified as SEND with an IP and support where resources allow.</li> <li>• Raise the level of teachers and support staff expertise in meeting SEND and improve training.</li> <li>• Incorporate a strong system of support in school driven by the SENCO in collaboration with the learning mentor.</li> <li>• Ensure that the premises and resources are appropriate to the need of each child (6.23 DDA 1995)</li> </ul>   |

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SENDpolicySept15/CHSENSept15

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### Success Factors

- The needs of all pupils will be met through effective practice, management and deployment of resources.
- Pupil individual need will be identified on admission to Nursery and formative assessment will continue during the early years of education.
- We will exploit good and best practice when devising intervention.
- The wishes of the pupil will be taken into account.
- Partnership with parents/carers is paramount.
- Regular review of interventions for each pupil to assess impact, progress and parental/carer views.
- A good multi disciplinary approach will be employed.

#### **Additional Information**

The SEND leader is Mrs Caroline Sivorn.  
 The SEND and Inclusion Governor is Wendy Powell  
 Class teachers have responsibility for updating their own SEND records and issues are regularly discussed with the SENCo at termly Inclusion staff meetings.  
 Identified support staff have responsibility for their own pupil's (with statements of special needs) and they produce half termly evaluation and progress reports. This information is monitored by the SEND leader. This is of course confidential.  
 SEND meetings are held each term where reports are produced and information gathered. Any referrals are discussed with the EP/SENSS at planning meetings.

### Information for Parents/Carers

At Cheslyn Hay we recognise that an inclusive curriculum is a right for all of our pupils.  
 We aim to:

- Recognise individuality and the challenge of diversity
- Promote a mutual understanding of others
- React positively to the needs of others
- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning.

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| <b>What is the 'Code of Practice?'</b>  |  |
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| <p>The code of practice ensures that there is a consistency of approach to meeting children's special educational needs and places the rights of pupils with special educational needs at the heart of the process. The code sets out a framework for effective school based support and aims to develop a strong partnership between parents, schools, LA, health and social services and voluntary organisations. Outlined below are the different stages within the code of practice and a brief description of these. A more detailed explanation can be found in the code of practice available from the head teacher.</p> |  |
| <b>What are the stages?</b>   | <b>The SEN Code of Practice</b><br>(What happens in school if your child is identified as having special needs)  |
| <b>Graduated Response</b>   | <p>The class teacher will observe and assess your child in all curriculum areas.</p> <p>They will look for evidence that satisfactory progress has been made.</p> <p>Make sure that different teaching styles and strategies have been used to ensure that progress is made.</p> <p>Review the strategies used and develop them.</p> <p>Provide extra support (if available).</p>  |
| <b>School/Early Years Action</b>  | <p>Parents/carers raise concern about their child's progress. The teacher will seek help from the Special Needs leader and will collect all information about the child's needs. Assessments will be made and plans put into place for support in class.</p> <p>The teacher will continue to monitor progress made and deliver individual programmes, work with the pupil on a daily basis and keep the parents/carers fully informed of all strategies.</p> <p>The SENCO will with the teacher and parents monitor provision.</p> |
| <b>School/Early Years Action+</b>   | <p>Despite receiving an individualised programme or concentrated support the pupil continues to make little or no progress in specific areas over a long period.</p> <p>A request for help from external services will be sought, from those provided by the LA and by outside agencies.</p>   |
| <b>Statutory Assessment</b>   | <p>The LA will use evidence and information provided by the school to decide whether your child requires support in addition to that provided by the school.</p> <p>A statutory assessment itself will not always lead to an Education Health Care Plan.</p>   |
| <b>What will the school do?</b>   | <p>Careful records detailing progress made will be kept by the class teacher and SENCO (special educational needs co-ordinator).</p> <p>Children may have an IP (Individual Plan). We call them 'Improvement Plans'.</p>   |

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|  | <p>The process for supporting pupil's with SEND is:</p> <p>Assess - what?</p> <p>Plan - what?</p> <p>Do - who?</p> <p>Review - what is the impact of the above? Has good progress been made in core subjects?</p> <p>Parents/Carers will be kept fully informed about all aspects of their child's development and progress made. We are always available to discuss any issues or concerns and we encourage parents/carers to contribute to the improvement plan.</p> <p>Regular meetings will be held with parents/carers to discuss their child's progress.</p> <p>SNA (special needs assistant) will meet with the SENCo each half term to discuss specific children and SEND provision in school.</p> |
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| <b>Confidentiality</b>                 | <p>Staff have access to the records of the children with whom they work unless the information is strictly confidential. This information is kept securely.</p> <p>Matters arising from assessments and reviews will not be discussed outside of school and will be a concern for the parent/carer only.</p>  |
| <b>INSET and Training</b>              | <p>All staff are encouraged to undertake further training. This is often in the form of whole school training as this is the most effective.</p> <p>Information with regards to future training for SEN staff can be found in the School Development Plan.</p>  |
| <b>Support Services</b>                | <p>The school works closely with:</p> <ul style="list-style-type: none"> <li>• Educational Psychology</li> <li>• Special Educational Needs Support Service.</li> <li>• Other agencies - health, social services, speech etc.</li> </ul> <p>We will continue to work with a multi disciplinary approach to all aspects of SEND.</p>  |
| <b>Partnership with Parents/Carers</b> | <p>Our approach at Cheslyn Hay is fully inclusive and parents/carers are welcomed into the premises at all times. We celebrate our children's success at:</p> <ul style="list-style-type: none"> <li>• Progress meetings</li> <li>• Information meetings</li> <li>• Open days</li> <li>• Social events</li> </ul> <p>The head teacher welcomes parents/carers each morning and is always available to discuss issues.</p> <p>At all stages of the SEND process parents/carers are involved and at no time will decisions be taken without parental consent.</p> |
| <b>Liaison with other schools</b>      | <p>A transfer to another school or setting can be quite traumatic for some children and so we endeavour to make this process as simple as possible.</p> <p>Strategies are in place to support children as they move settings and parents/carers play a key part in this. As each child's needs are different care plans are devised when the needs arises.</p> <p>All records are automatically transferred to the new setting and a meeting arranged with the SENCO to discuss the transfer and ensure that strategies are in place.</p>                       |
| <b>Complaints about SEND in school</b> | <p>Any complaints by parents/carers will in most cases be dealt with through discussion between the parties concerned.</p> <p>As SENCO the Head teacher is always available to offer advice and support if required.</p> <p>There also exists in school a formal complaints procedure formed with advice from the LA.</p>   |

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**POLICY FOR**

**SPECIAL EDUCATIONAL NEEDS**

**Process of Development**

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|-------------------------------|---|
| <b>First Draft:</b>           | <b>September 2009</b>   |
| <b>Second Draft:</b>          | <b>November 2009</b>  |
| <b>Ratified by staff:</b>     | <b>December 2009</b>  |
| <b>Reviewed:</b>              | <b>September 2010</b>   |
| <b>Updated:</b>               | <b>September 2011</b>   |
| <b>Reviewed:</b>              | <b>12 September 2012</b>  |
| <b>Ratified by Governors:</b> | <b>Autumn term 2012</b>   |
| <b>Reviewed by Chair:</b>     | <b>September 2012</b>   |
| <b>Ratified by staff:</b>     | <b>2 September 2013</b>   |
| <b>Ratified by Governors:</b> | <b>6.3.14</b>   |
| <b>Updated:</b>               | <b>3.7.15</b>   |
| <b>Ratified by Governors:</b> | <b>8.10.15 (Standards &amp; Achievement) and 22.10.15 (Governors Meeting)</b> |