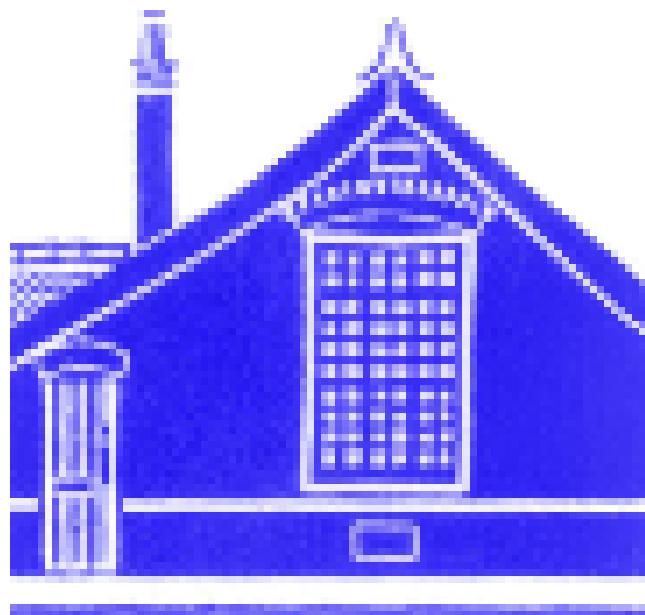


# Chipping Hill Primary School

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## Policy for Special Educational Needs and Disability

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Headteacher: Mrs A Walker  
Chair of Governors: Ms K Butler

## **Chipping Hill Primary School**

### **Policy for Special educational needs and disability 2025**

**Date of policy: 2/9/25**

**Date of review: 2/9/26**

**Senior staff member responsible: Mrs Natalie Gable (Inclusion leader).**

This policy was drafted by the Inclusion leader then analysed, discussed and agreed by the Headteacher and allocated Governors.

Our policy is based on the Special Educational Needs and Disability (SEND) Code of Practice 2014 and the following legislation:

**Part 3 of the Children and Families Act 2014** which sets out schools' responsibilities for pupils with SEND.

**The Special Educational Needs and Disability Regulations 2014** which set out schools' responsibilities for Education, Health and Care Plans (EHCPs), SEN Co-ordinators (SENCOs) and the Special Educational Needs Information Report.

#### **1. Introduction**

*“A child is considered to have Special Educational Needs where their learning or disability calls for special educational provision that is provision different from or additional to that normally available to a child of the same age.”* All children need different levels of support at different times and as a whole school we work together to identify the individual needs of each child and decide on the best course of action at any given time.

Almost all children experience difficulty at some time in their school career, albeit at different levels and with different needs. Children may have already experienced difficulties prior to starting school although it may manifest itself at any time. 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.

At Chipping Hill Primary School, we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Our broad and balanced curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences.

At Chipping Hill Primary School we are fortunate to have a SEND Team with many years of experience. Please see the 'Staff' section of the school website for names, roles and contact information.

#### **2. Aims and Objectives**

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of individual children are identified, assessed and provided for across the curriculum.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.

- To ensure that parents are able to play their part in supporting their children's education.
- To find successful methods of teaching children with special educational needs which will motivate them and enable them to experience the enjoyment of personal success and to build upon their strengths and extend their achievements.
- To liaise with pre-school staff.
- To liaise with secondary school staff.
- To work alongside professionals to ensure that children receive the correct level of support in order to meet their needs.
- The Essex Ordinarily Available document will be used as a tool to assess, plan and support children with special educational needs.

Above all, our main objective is to enable teachers, HLTA's and LSAs to help all children with additional needs to enjoy learning. We aim to develop the children's confidence and self-esteem.

### **3. Educational Inclusion**

At Chipping Hill Primary School we aim to offer excellence and choice to all of our children, whatever their ability or needs. We have high expectations of all of our children and we aim to achieve this through the removal of barriers to learning and participation. We want our children to feel that they are a valued part of our school community.

Through appropriate curricular provision we respect the fact that children:

- Have different educational needs and aspirations.
- Require different strategies for learning.
- Acquire, assimilate and communicate information at different rates.
- Need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- Providing support for children in all areas of the curriculum.
- Planning to develop children's understanding through the use of all available senses and experiences.
- Planning for children's full participation in learning, and in physical and practical activities.
- Assessing all children individually to ensure that the curriculum is appropriately pitched to enable all children to make progress and feel successful, whatever their level of need.
- Helping children to manage their emotions and take part in learning effectively and safely.
- Planning to cater for children's individual physical needs.

### **4. Governor Responsibilities**

The Governing body should decide, with the Headteacher, the school's general policy and approach to meeting children's Special Educational Needs including those with and without an EHCP (Education and Health Care Plan). The Education Act of 1996 gives responsibilities to the schools Governing Body (as quoted in the Governor's Handbook published 26<sup>th</sup> November 2015 and updated October 2020, issued by Dept for Education). They must:

- Co-operate with the Local Authority in reviewing the provision that is available locally and developing the local offer.
- Use their best endeavours to make sure that a child with SEND gets the support they need. This means doing everything they can to meet children and young people's SEND needs.
- Ensure that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- Ensure that parents are informed when the school are making special educational provision for a child.
- Ensure that arrangements are in place in schools to support pupils at school with medical conditions.
- Provide access to a broad and balanced curriculum.
- Have a clear approach to identifying and responding to SEND.
- Make sure that the school provide an annual report for parents on their child's progress.
- Record accurately and keep up to date the provision made for pupils with SEND.
- Publish information on their websites about the implementation of the board's policy for pupils with SEND, the School SEND Information Report.
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and their accessibility plans.
- Ensure that there is a qualified teacher designated as special educational needs co-ordinator (SENCO) for the school.
- Determine their approach to using their resources to support the progress of pupils with SEND.
- Where the local authority proposes to name a maintained school as the school the child will attend on an EHCP, they must consult the governing body or headteacher of the school concerned and consider their comments carefully before deciding to name it on a child's EHCP. They must send a draft copy of the EHCP to the school and allow them 15 days to respond.

At Chipping Hill Primary School there is an assigned SEND Governor. It is that Governor's responsibility to ensure that all Governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel.

It is the responsibility of the Inclusion Leader, as the named person, to report to the Governing Body about the provision for those with special educational needs.

## **5. Admissions Policy**

At Chipping Hill, all children with their fifth birthday within the academic year are admitted into school in September. Children are accepted until we reach maximum capacity, regardless of their special educational needs. For further information please refer to our Admissions Policy.

## **6. Identification of Need and Assessment**

Before our children start school, the EYFS teachers meet with nursery staff to discuss each child individually. They will also meet with parents individually. For those children with a high level of need, the EYFS team, along with the Inclusion Leader/SENCO will make contact with parents to discuss their child in more detail. They may also make additional nursery visits. At the same time, we will consider what reasonable adjustments may need to be made for them. Where possible, additional visits will be arranged and an individual transition plan agreed if appropriate.

Class teams, supported by the senior leadership team, will make regular assessments of progress for all children. This will include the child's progress alongside national data and expectations of

progress. These will seek to identify children making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social or emotional needs.

The first response to such progress will be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the Inclusion Leader/SENCO, should assess whether the child has SEND. While informally gathering evidence (including the views of the child and their parents) we will not delay in putting in place extra teaching or other interventions where appropriate. The child's response to such support can help identify their particular needs.

Teachers and class teams are also alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but it can have an impact on well-being and sometimes this can be severe. We will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

All pupils identified as having special educational needs will be included on our school SEND Register which is available to all staff. This is a working document and is amended as and when needed. In addition to the SEND Register we also have a Provision Map that identifies additional support that is given to pupils across the school. Not all of these children are on the SEND Register but are benefitting from receiving some additional support from a member/s of the SEND Team. This document is available to all staff and is reviewed termly.

## **7.SEND Support in Chipping Hill Primary School**

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

### **1. Assess**

In identifying a child as needing SEND support, the class team, working with the Inclusion Leader/SENCO, will carry out a clear analysis of the child's needs, using the teacher's assessment and experience of the pupil, their previous progress and attainment. It will also draw on additional assessments where relevant and specific assessments may be carried out by members of the SEND Team.

These assessments will be reviewed regularly to ensure that support and interventions are matched to need, barriers to learning are identified and overcome, and that the interventions put in place are effective.

In some cases, outside professionals may already be involved with a child. These professionals should liaise with the school to help inform the assessments.

### **2. Plan**

Regular meetings will be held with parents/carers and relevant school staff to agree strategies. The teacher and the Inclusion Leader/SENCO will agree, in consultation with the parent and the child, on the support to be put in place. At this point a One Plan will be written. This details the long term outcomes that are sought for the child and the steps, support and strategies that will be put into place to help the child to achieve these. The One Plan is reviewed regularly through meetings with the class teacher, Inclusion Leader/SENCO and additional staff that may be working with the child eg the School Speech and Language Co-ordinator.

All teachers and support staff who work with the child will be made aware of their needs, the outcomes sought, the support that should be provided and any teaching strategies or approaches that are required.

Parents will be made aware of the planned support and interventions as part of the One Planning process. At Chipping Hill Primary School we see parental support as vital and there is an expectation that parents will reinforce and contribute to progress at home.

### **3. Do**

The class team will remain responsible for working with the child on a daily basis. The Inclusion Leader/SENCO will support the class teacher in assessing the child's needs and will offer advice on the support required. They will work closely with any support staff or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Where necessary training will be provided. This may be in house training or training that is sought from outside providers.

### **4. Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed regularly and revised in light of pupil progress and development. This will be in consultation with the parents/carers and child.

Where a pupil has an EHC Plan, an Annual Review will be held. Following this the Inclusion Leader/SENCO will submit the paperwork to the local authority who must review the plan every twelve months as a minimum.

### **8. School Request for an Education, Health and Care Plan**

Where a child has a high level of need, the school or parents can make a request for an Education and Health Care Needs Assessment from the LA (Local Authority). The LA will seek evidence from the school that any programme implemented has been continued for a reasonable time without success, despite alternatives being tried. The Inclusion Leader/SENCO will gather evidence about the child and present it to the LA.

The application for an Education, Health and Care Plan (through a Needs Assessment request) will combine information from a variety of sources e.g.

Parents

Teachers

Specialist Teachers

Inclusion Partners

Educational Psychologists

Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of

professionals from education, health and social care about whether or not the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a needs assessment leading to an EHCP.

Further information about EHCPs can be found via the SEND Local Offer.

[Essex County Council: Special Educational Needs and Disabilities \(SEND\) | Essex Local Offer](#)

## **9. English as an Additional Language**

“Identifying and assessing SEND for children or young people whose first language is not English requires particular care. Schools should look carefully at all aspects of a child or young person’s performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEND or a disability. Difficulties related solely to limitations in English as an additional language are not SEND.”

(SEND Code of Practice 2014)

Where a child has English as an additional language and we also have concerns relating to their special educational needs, we will seek additional advice from the SEND Operations Service to ensure that any assessments, provision and strategies are appropriate.

## **10. Access to the curriculum**

Differentiation is necessary to identify and meet the needs of every individual child within the classroom setting. In order to accommodate the fact that children learn in a number of ways, teaching styles will be varied in order to cater for the needs of all children.

A stimulating learning environment will incorporate a mixture of teaching strategies. A whole class approach requires listening, concentration and memory skills on the part of the child. Group work demands collaboration and co-operation from children. Thoughtful grouping of children can elicit valuable discussion and foster communicative skills. By setting individually tailored tasks, we are able to differentiate according to individual interests and aptitudes. Children come into school with varied experience, and it is important to take this into account when making assumptions about children’s previous knowledge. It is part of our role as teachers to maximise and use positively the environment from which the child comes. We aim to build upon each child’s own individual experiences, using their home environment in a positive manner and making clear that we value their uniqueness.

Most children have interests outside school. By utilising these interests in a learning situation, it is often possible to motivate children who may otherwise disengage. Again, we are stressing to each child that their uniqueness is of value and importance.

Successful differentiation ensures meaningful learning experiences for all children. For the SEND child, carefully differentiated work can help him/her to achieve and feel successful. An individual’s personal feelings as a learner directly affects the way in which he/she performs and ultimately achieves.

We believe that it is important that we support all children in developing their independence skills. We want our children to feel part of the whole class and therefore, where possible, children will be

supported accordingly in class. This means that children who require support, do not necessarily receive this on a 1-1 basis and may often work as part of the whole class or a small group where we believe this is appropriate.

## **11. Access Arrangements**

Some children may require additional arrangements to enable them to access both the school and the curriculum. Where such a need arises, we work closely with the LA and relevant health professionals to ensure that our school environment meets their needs. Examples of this are use of disabled toilets, modified furniture, access to laptop and tablet technology. Our school is all on one level meaning that classrooms and outdoor areas are easily accessible.

When planning school trips we ensure that our SEND pupil's needs are carefully considered and that provision is put in place to allow them to enjoy the day with their peers. We will discuss these arrangements with parents to ensure that they feel confident with the support that is put in place.

## **12. The Role of the Inclusion Leader (Special Educational Needs Co-ordinator)**

The day to day operation of the SEND Policy is the responsibility of the Inclusion Leader/SENCO. The responsibilities are as follows:

- overseeing the day-to-day operation of the school's SEND Policy
- coordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, specialist teachers, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

It should be emphasised that although the overall responsibility for implementing the Policy rests with the Inclusion Leader/SENCO and Senior Leadership Team, the success of the Policy requires the support in terms of time, classroom management, record keeping, organisation and preparation of all the teaching staff at Chipping Hill Primary School.

## **13. Partnership With Parents**

At Chipping Hill Primary School we aim to work closely with parents in all aspects of their children's education. This partnership is particularly important for SEND children where progress may occur in very small steps. Children need to have the support of both their teachers and their parents in celebrating their achievements. It is our policy to speak to the parents as soon as we are concerned about their child's progress and to ensure that intervention is made as early as possible. We would encourage parents to raise any concerns they may have with the class teacher initially. We will meet

with parents three times a year to discuss the actions being taken and outcomes. These meetings are valuable as they are an opportunity to discuss progress both at home and school and also to discuss any changes in the child's needs. A record of the outcomes, action and support agreed at meetings will be shared with the appropriate school staff and a record given to parents.

#### **14. Transition to Secondary School**

At the end of their time with us, our Year 6 pupils move on to a variety of secondary schools within the area. Class teachers meet with relevant staff from each school to discuss each child individually. Where a pupil has SEND, the Inclusion Leader/SENCO will contact the SENCO of the receiving school to discuss the child's needs in greater detail. Where appropriate they will also attend meetings with the new school staff and parents and will also try to arrange additional transition support e.g. extra transition visits.

#### **15. Complaints**

We want to know when things aren't right with your child's learning. Should you have any concerns, we would recommend the following steps:

- Your first approach is to contact the class teacher or Inclusion Leader/SENCO either through an email, letter, phone call or in person. We aim to resolve any issues swiftly, coming to mutual understanding and agreement.
- The next step should be to contact the Headteacher, again either through an email, letter, phone call or in person.
- The schools Governors are the next stage in trying to resolve a complaint. Contact information is available through the school office.
- Should none of these stages resolve your complaint then you can go to the Local Authority who retain responsibility for your child's education and the education section of the EHCP.
- You can find the schools Complaints Policy on our website or request a copy from the school office.
- If your concerns are about Health or Social Care and the support that these partner colleagues and organisations provide to you or the school, we can help you to find the right contacts to try to resolve the issues. The school cannot make other services act. Both health and social care have complaints procedures you can follow. Talking about concerns early and understanding who can help to resolve them is important to getting a prompt response.

We cannot resolve any problems that we are unaware of, so please share your concerns early so that they do not become a problem.

#### **16. In Service Training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practise in relation to the needs of pupils with SEND. The Inclusion Leader attends relevant SEND courses and facilitates/signposts relevant SEND focused training opportunities for all staff. We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development.

#### **17. External Support Services**

The SEND Code of Practice recommends a multi-disciplinary approach to supporting the child. We have close links with many health services, well-being services, social services and parent support facilitators. We also work closely with a range of specialists from the LA.

At Chipping Hill Primary School we continue to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the Inclusion Leader/SENCO who will then discuss this with the child's parents.

## **18. Evaluating the Success of the SEND Provision**

The success of the school's SEND provision must be judged in the first instance by the progress made by the children the provision supports. Each child has targets/next steps set for him/her and the achievement of these is a measure of the carefully planned teaching and learning throughout the school.

How children feel about themselves and their work is an important means of evaluating success. Children progress at their own rate, often in very small steps. The SEND child needs to feel that their work is valued. Raising a child's self-esteem is a valuable achievement but one which is difficult to measure. From working with children on a daily basis, teaching staff are able to glean an insight into how a child feels about him/herself as a learner and as a person. Their opinion of a child's self-esteem is an important factor in designing targets and next steps.

Formal assessments, teacher assessments and daily evaluations will all contribute to measuring the success of our SEND provision. Where additional intervention is needed, detailed records are maintained in order to track progress and ensure the level of provision is effective.

For further information regarding our SEND provision, please refer to The Special Needs Information Report on our website  
[http://www.chippinghillschool.co.uk/documents/school\\_offer/1406\\_school\\_offer.pdf](http://www.chippinghillschool.co.uk/documents/school_offer/1406_school_offer.pdf)

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On behalf of the Governors

Date