



CHALKWELL HALL JUNIOR SCHOOL

Special Education Needs and Disability Policy

Reviewed and Approved by:	Governing Body
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**Tenacitas
Trust**

CHALKWELL HALL JUNIOR SCHOOL
Special Educational Needs and Disability Policy

Introduction

At Chalkwell Hall Junior School we believe in the concept of life-long learning and the idea that both adults and children learn new things every day. Learning should be a rewarding and enjoyable experience for everyone; learning should be fun! Through our planning and teaching we help children develop skills, knowledge and understanding, so that pupils achieve well and lead happy and fulfilled lives.

As a school we recognise that all children learn in different ways and at differing speeds that some children may have a barrier to learning for which they will need to have support and provision in place.

The school is committed to early identification of needs in line with the SEND code of practice 2014.

Some children have special educational needs and disabilities (SEND) and therefore may need additional or different help from what is given to other children of the same age, either throughout or at any time during their school careers. Teachers make provision for these children to enable them to participate effectively in curriculum and assessment activities. 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.

This policy follows the guidelines set out in the **Special educational needs and disability code of practice: 0 to 25 years (henceforth referred to as the Code) June 2014, last update September 2024.**

The code provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations.

Guidance in the Code is also based on the *Equalities Act 2010* and the document *Working together to Safeguard Children 2023*.

Definition of SEN from the Code:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *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.*

Children who have SEND are generally described in the following four broad areas of need.

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

Aims and objectives

The aims of this policy are to ensure that all learners make the best possible progress, with high aspirations. To achieve this we aspire to the following objectives:

- to create a supportive environment to meet identified special educational needs and disabilities;
- to ensure that all students with SEND are identified at an early stage and that their needs are met with reasonable adjustment that may need to be made;
- to enable all children to have full access to a broad and balanced school curriculum;
- to encourage effective parent partnerships to ensure parents/carers are informed of their child's SEND provision and involve external agencies where appropriate;
- to encourage and support learners and their parents/carers to participate in decision making which affects their education;
- to ensure that the social and emotional needs of all children are met;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to encourage the whole school community to demonstrate a positive attitude toward SEND.

Responsibilities for co-ordinating SEN provision

Our SENCo is Mrs Alison Haggart. She is a qualified teacher and accredited with the National Award for SEN coordination (NASENCo). She co-ordinates the day-to-day provision of education for pupils on the SEN register, including those with an Education and Health Care Plan (EHCP), working closely with staff, parents and other agencies.

She can be contacted through the school office – 01702 478570 or via email: office@chalkwellhall-jun.southend.sch.uk

Roles and responsibilities

The Headteacher:

- Overall responsibility for the strategic development of the SEND Policy and provision of staff and resources;
- The Headteacher will keep the Governing Body informed and works closely with the school's SENCo.

The SENCo:

- Manages the day-to-day operation of the policy;
- Tracks pupil data and joins regular pupil progress meetings with year groups to ensure early identification and intervention through personalised learning;
- Oversees the provision for and manages the responses to, children's special needs;
- Supports and advises colleagues, contributing to the professional development of all staff;
- Oversees the records of all children with special needs;
- Acts as a link with external agencies and other support agencies;
- Ensures that all those who work with a pupil with an Educational, Health and Care Plan (EHCP) are aware of the nature of the child's needs;
- Liaises with class teachers, parents and children to ensure that all parties are fully included and informed;
- Monitors and evaluates the special educational needs provision and reports to the Governing Body;
- Manages a range of resources, human and material, to enable appropriate provisions for children with SEND;
- Leads annual reviews of all pupils with EHCPs;
- Facilitates the SEND parent forum meetings half termly;
- Supports the class teachers with the writing of Individual Support Plans (ISPs) and attends review meetings with the parents, where appropriate;

- Oversees referrals to outside agencies, eg Lighthouse Centre, SALT and CAMHS.

Class teachers:

- All teachers are responsible and accountable for the progress and development of students including where students access support from Teaching Assistants or specialised staff. High quality teaching, differentiated for individual students is the first step in responding to students who have or may have Special Educational Needs.
- Deliver quality first teaching and provide activities differentiated to allow the appropriate challenge for all children;
- Monitor and assess the children's progress;
- Communicate success and concerns to parents as early as possible;
- Tailor learning to meet the needs of individuals, following the graduated response process as set out in the school's Local Offer. Actions and interventions will be recorded on a Provision Map;
- Where concerns are noted, follow the check list for initial actions;
- With the SENCo, identify any relevant screens to be carried out in order to identify specific areas of need;
- Provide support for children who need help with communication and interaction, cognition and learning, social, mental and emotional health, sensory and/or physical needs and medical requirements. **(See Appendix for full details of the 4 categories of need)**
- Following discussion with parents and SENCo to discuss next steps, hold an initial ISP planning, including the child. At this point the child will then be classed as needing 'SEN Support' (This may happen before or after consultation with the Educational Psychology Service);
- Depending on the difficulties identified and the discussion with all parties, it may be necessary for the SENCo to make a referral to outside agencies e.g. speech and language referral; neurodevelopmental pathway referral via the Lighthouse Centre; Early Help Team via the EHFSa; occupational therapist via their own referral form; physio therapy service via the GP; educational psychology; service via their own referral form. The educational psychology service is likely not to be involved until at least two cycles of 'plan, review, do' of the ISP has been completed;
- Plan to develop children's understanding through the use of all available senses and experiences;
- Differentiate planning to allow for children's full participation in learning, including physical and practical activities as independently as possible;
- Help children to manage their behaviour and to take part in learning effectively and safely;
- Help individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

The Governing Body:

- Has due regard to the SEN Code of Practice when carrying out its duties towards all pupils with special educational needs and has appointed the nominated Governor to have responsibilities in this area.
- The SEND Governor ensures that all governors are aware of the school's SEND provision, including the deployment of funding, equipment and personnel;
- Does its best to ensure the necessary provision of support for any pupil within the school identified as having special educational needs;
- Reviews the SEND Policy having regard to the SEN Code of Practice;
- Hold the Headteacher to account for provision and outcomes of pupils with SEND.

The Head Teacher informs the Governing Board of how the funding is allocated to support special educational needs, has been deployed.

The SENCo prepares and presents the termly SEND Report for the Governing Board.

The school governor with responsibility for SEND is Louise Ford. She liaises regularly with the SENCo to ensure statutory requirements are met and reports to the Governing Body.

Admission Arrangements:

For children who do not have an Educational Health and Care Plan (EHCP):

- Admission arrangements for these children will be the same as for all children. Care will be taken to inform staff of the children's individual needs and make every effort to meet these so that the children can fully access a broad and balance curriculum;
- Under the Equality Act 2010, schools have a duty towards individual children with disabilities. In compliance with this, Chalkwell Hall Junior School will make reasonable adjustments, including the provision of auxiliary aids and services, to prevent them from being at a substantial disadvantage (Code 6.9).

Facilities for pupils with special educational needs:

There is sloped access to the main school entrance. The side entrance and four ground floor classrooms have direct flat access from the playground. There is sloped access into the dining hall.

There is an accessible toilet for use on the ground floor.

(see the school Accessibility Statement)

Allocation of resources:

Children with special educational needs have learning difficulties that call for special provision to be made. All children may have special needs at some time in their lives.

Many children who join this school have already attended an early education setting and the assumption is that all will have attended an infant school. In some cases, children join the school with their specific needs already identified.

When a pupil is identified as having SEN, the school works collaboratively to remove barriers and put effective provision in place.

Schools receive a notional SEN budget which the Local Authority calculate to provide support for identified pupils. This is not a ring-fenced amount, and it is for the school to provide high quality, appropriate support (SEN Code of Practice 6.96). Children with identified SEN will have their needs met at SEN Support through an Individual Support Plan (ISP) which is regularly reviewed as part of the Assess, Plan, Do, Review (APDR) process (SEN Code of Practice 6.44). For children with more severe needs who have qualified for an EHC plan, the school may receive 'top-up' funding to deliver the agreed provisions and support identified in the document.

Identification and review of pupil needs:

The school is committed to early identification of special educational needs and adopts a Graduated Approach to meeting special educational needs in line with the SEND Code of Practice 20-14. Details of typical support that may be considered can be found as a Provision Map in the appendices of this document.

A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that the learning is not making the expected progress, the class teacher will consult with the SENCo in order to decide whether additional and/or different provision is necessary.

There is no need for students to be registered or identified as having special educational needs unless the school is taking action that is additional or different to what is normally available to pupils of the same age.

If a student previously identified as having SEND has made progress and no longer has significant needs they will still be monitored each term to review whether any additional support is required.

Provision and/or action that is additional or different from that available to all pupils will be recorded in the child's Individual Learning Plan. This will be written by the class teacher in consultation with the SENCo, pupils, parents/carers. It may also involve consultation and advice from external agencies. Provision may take many forms in order to meet individual needs and may include 1:1 provision (usually children with an EHC plan), general classroom support and small group work with a Learning Support Assistant (LSA) or Teachers (under the class teacher's and/or SENCo guidance).

The Individual Learning Plan will be reviewed on a regular basis and the outcomes will be recorded. Pupils will participate in the review process and parents/carers will be invited to participate in the target-setting and review process.

Screening may be carried out by the SENCo or SEN HLTA to determine and possible barriers to learning; External agency support and advice is sought when the impact of support in place is insignificant and/or screens indicate that there could be an underlying barrier to learning.

Following the implementation of suggested strategies and monitoring of their success, consideration may need to be given as to whether it is appropriate to apply for a needs assessment from the Local Authority with the view to obtaining an Education Health Care Plan (EHCP) for the child.

Further information can be found in Section 9 of the SEN Code of Practice 2014.

The Code (9.2) states that:

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and

social care and, as they get older, prepare them for adulthood. To achieve this, local authorities use the information from the assessment to:

- *establish and record the views, interests and aspirations of the parents and child or young person*
- *provide a full description of the child or young person's special educational needs and any health and social care needs*
- *establish outcomes across education, health and social care based on the child or young person's needs and aspirations*
- *specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes*

Details of what support can be found at each 'wave' of the graduated response, can be found in the Appendices of this document, on the school website, and in the school's Local Offer.

Emotional and Social Barriers to Learning

The school has a Pastoral Team in place consisting of the Headteacher, Deputy Headteacher (DSL), SENCo, Learning Mentor/counsellor and the Extended Schools Manager. Meetings are held to triangulate information in order to make sure that any possible vulnerability can be identified early with the aim of avoiding escalation to more serious concerns. At different times in their lives, children may experience emotional stress or anxiety e.g. bereavement, divorce etc. The Learning Mentor works with children at these times and with their families. Should the child's emotional needs be considered to be of a deeper nature, the Learning Mentor is trained counsellor who may see children on an individual basis.

Access to the curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable them to:

- understand the relevance and purpose of learning activities;

- experience levels of understanding and rates of progress that bring feelings of success and achievement.

All children with SEN Support and those with a EHC Plan, have an ISP. The ISP is used as a tool to address the child's barriers to learning in order that the children have the best opportunity to access the curriculum as a whole. Children are supported in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy and facilitates their particular learning style.

The school adapts learning to address the needs of individual children. In some cases it is necessary to implement a more personalised curriculum in order to improve early learning skills through tailor-made small group and/or individual work: this may be provided outside of the classroom as part of the school day. For a small number of children and for a wide variety of reasons, additional support is needed in order to ensure that they are ready and able to learn. Children who can access learning through differentiation within a whole class setting will continue to have their learning facilitated in this way for maths and literacy in the mornings. Where extra support is needed, some children will be taken out for individual/group intervention in the afternoon for short periods of time – this may happen daily, weekly or a number of times during the week.

Inclusion of pupils with special educational needs

As stated in the *Introduction*, we are an inclusive school, which abides by our duty under the Equality Act 2010 towards individual children with disabilities and make all reasonable adjustments to facilitate their needs.

Our inclusive ethos also means that we recognise that all children learn in different ways and at differing speeds and that some children can have barriers to learning for which they will need to have support and provision in place which takes into consideration their particular difficulties.

Within the umbrella of reasonable adjustments, we make sure that all children regardless of need or disability have the same access to a broad and balanced curriculum.

There are a wide range of lunch time and after school clubs available to all which offer varying experiences, allowing children to make choices and follow their own interests. The lunch time clubs offer alternative activities for those children who may have difficulty on the playground for a variety of reasons.

Children are encouraged to be considerate to others taking care of those who may have particular difficulties and needs.

Working in partnership with pupils and parents

The school values the contributions parents make, as they are the ones that know their child best. Therefore, school works closely with parents in the support of all children and makes special arrangements for consultation around those children with special educational needs. Parents and pupils play an integral part in the review processes that are in place:

- consultation regarding decision making;
- regular informal updates of progress made and targets being worked on, at least half termly;
- termly formal ISP review meetings;
- annual reviews for EHC plans.

As part of the school ethos, children are encouraged to take responsibility and to make decisions thus promoting the development of children as independent thinkers and learners. Children are therefore involved at an appropriate level in setting targets for the ISPs and in the termly formal ISP review process. Children are encouraged, at an appropriate level, to make judgements about their own performance against the ISP targets. We recognise all small successes as we do in any other aspect of school life.

The school provides half termly opportunities to parents of pupils with SEND to attend the SEND Parent Forum in order to share views and experiences with other parents.

Monitoring and evaluation

The SENCo monitors the movement of children within the SEND system in school, providing staff and governors with regular summaries of the impact of the policy on the practice of the school.

The SENCo meets termly with the SEND Governor.

The following systems are in place:

- regular meetings between SLT (Senior Leadership Team) and class teachers to review the progress of all children including those identified as having a special need;
- termly Pupil Progress meetings between the Assessment Lead, SENCo, year group leaders and teachers;
- rigorous tracking of pupil progress by SLT, Year Group Leaders and all Teachers;
- regular professional dialogues between staff and the SENCo;
- SENCo compiles termly Inclusion Reports for Governors;

The SENCo reviews the policy annually with the Governing Board and school staff and the policy is up-dated to ensure that it complies with latest legislation and guidelines.

Transition

Transitions of all kinds can be difficult for all children but children with special educational needs can find them particularly challenging. Teachers are mindful of daily transitions – e.g. at the finish of one lesson and the start of play; the finish of one lesson and the preparation for PE. Transition between years groups at the end of each academic year takes into consideration the varying needs of children with a graduated approach. Teachers meet within their year groups to identify those children with special needs who may need extra strategies put in place – visits to the classroom of the next year group, taking photographs of the new classroom, teacher etc. to refer to over the holidays.

The school also has links with other local schools – the SENCo meets at Termly cluster meetings. Children may visit local secondary schools to take part in science lessons and sports training.

The transition to secondary school is very important for children with special educational needs. Staff from secondary schools visit the children in school and the children have the opportunity to spend time in their new school. Staff meet to discuss the pupils in advance and information and records are passed on at the end of the school year. The SENCo from the appropriate secondary school will be invited to the final Annual Review before a child with an EHC plan transfers to secondary school.

We liaise closely with the Infant School to plan detailed transition for the Year 2 children coming into Year 3, with the first meeting taking place before Easter. Children with special needs are provided with extra transition arrangements organised by the Learning Mentors for both schools. This includes extra visits, children helping to take photographs and make books, circle times and activities in the juniors. They will meet their new class teacher with their classes on the allocated day in the summer term.

The SEND policy should be read in conjunction with the following policies;

Safeguarding and Child Protection

Behaviour

Anti-Bullying

Equality

Accessibility Statement

Supporting Pupils with Medical Conditions

Further information can be found in the SEN Information Report.

Appendix 1

Chalkwell Hall Junior School's Local Offer (Graduated response) can be found on the school website and on the local authority website – livewellsouthend
(<https://livewellsouthend.com/kb5/southendonseadirectory/home.page>)

There are 4 categories of need:

Communication and Interaction (Speech and language delay, impairment or disorders; Disorders on the autistic continuum);

Cognition and Learning (Mild, moderate, severe and profound learning difficulties; specific learning difficulties)

Social, Mental and Emotional Health (Including emotional and behavioural difficulties)

Sensory and/or Physical Needs (Hearing impairment; Visual impairment; Physical disabilities)

Provision is also made for children who have medical conditions but do not have any learning difficulties (See Managing Medication in Schools Policy).

Glossary and explanation of terms and procedures:

SEND: Special educational needs and disability

SEN Support – Special Educational Needs Support; children for whom due to their learning difficulty/disability requires provision that is different from or additional to what is normally available to pupils of the same age.

ISP: Individual Support Plan; Children recognised as SEN Support all have an Individual Support Plan which documents long term desired outcomes broken into **Specific Measurable Attainable Relevant Timely** (SMART) targets. These plans are working documents which are adapted daily/weekly as appropriate when children wither achieve targets, or to alter strategies which are not working. The plans compiled by class teachers with advice from the SENCo in consultation with parents and children where appropriate.

EHC Plan: Education, Health and Care Plan: This document incorporates the outcomes desired for a child's education, health and care needs and facilitates all professionals working together with the parents and child at the centre.

Appendix 2 – Provision available offered within each wave of support for the 4 broad categories of need

Child's Name:	D.O.B.	Class and Year Group:	Teacher:	SEN Support:
Baseline: Reading: Writing: Maths:				
Background Information (diagnosis, medical events, family situation, school experiences):				
Cognition and Learning			Date provision began/ended	Comments following provision re: next steps.
Universal Good quality, inclusive classroom teaching	Targeted Specific, additional and time-limited interventions	Specialist Highly personalised or specialist provision	Including group size & frequency	
Inclusive differentiation – planning, activities and arrangements Precision Grids – LSA Homework Club Visual timetable Specific seating in class Additional equipment Multi-sensory teaching Scribe/recording device Timer Specific Vocabulary/wordlists provided Differentiation Questioning Skills Dyslexia Study Pack/extra time.	Additional Phonics support (e.g. Phonics play, Lexia) Additional Maths support Memory support Mind mapping Listening skills Pre-learning Vocabulary Comprehension skills Additional Reading Lexia intervention Dyslexia intervention Small Literacy Group – HLTA Catch-up Maths Group – HLTA Co-ordination, fine and gross motor skills group	Educational Psychologist recommendations Screenings to devise a bespoke programme of study e.g. Toe by Toe. Occupational Therapy programme – co-ordination, fine and gross motor skills (via GP) Personalised 1:1 phonics Personalised 1:1 reading (TA/volunteer reader) Small group literacy intervention 1 x 30 mins every week with teacher Writing Conferencing Maths Conferencing. Memory skills training		
Communication and Interaction			Date provision began/ended	Comments following provision re: next steps.
Universal Good quality, inclusive classroom teaching	Targeted Specific, additional and time-limited interventions	Specialist Highly personalised or specialist provision	Including group size & frequency	
Inclusive differentiation – planning, activities and arrangements Individual visual timetable Some extra explanation Modelling of speech articulation	Learning Mentor group: Listening skills Positive play skills Lunch time activities Social use of language activities (Speech Link) Social stories Lego Therapy Speech and Language Service Assessment Speech Link intervention	Health Assessment Educational Psychologist recommendations Specialist advice (SALT, Visual, ASD, Inclusion Team / specialist teachers) 1:1 social/communication skills (Speech Link) Individual speech and language programme delivered in conjunction with SALT (Speech and Language Therapy)		

Social, Emotional and Mental Health (including behaviour)			Date provision began/ended Including group size & frequency	Comments following provision re: next steps.
Universal Good quality, inclusive classroom teaching	Targeted Specific, additional and time-limited interventions	Specialist Highly personalised or specialist provision		
Inclusive differentiation – through planning, activities and arrangements Access to a Learning Mentor Positive behaviour strategies in class Use of sand timer Visual Timetable Behaviour Management PSHE curriculum	All sorts at lunch time Nurture: Learning Mentor time, including academic support in class as appropriate Learning mentor group: Social skills Resilience Anger management Self-esteem Support group put together around a specific need Transitional support between year groups Reward system – catch them being good. Social stories Time out space/strategies	EWMHS (via EHA) Counselling Nurture daily – LM, with 1:1 support in class as appropriate Access to specialist support from Inclusion Team SBC (Specialist behaviour support school) Specialist support (St Christophers / Kingsdown) 1:1 social skills Joined up working with Social Care and other outside agencies (Social needs, via EHA) Support at break Support at lunchtime		
Sensory and Physical			Date provision began/ended Including group size & frequency	Comments following provision re: next steps.
Universal Good quality, inclusive classroom teaching	Targeted Specific, additional and time-limited interventions	Specialist Highly personalised or specialist provision		
Inclusive differentiation Specific seating in class Overlays Pencil grip Access to a writing slope Large print Wide lines on writing paper Ruler with hand grip Foot rest provided Sensory equipment (e.g, weighted blanket, fiddle toy, theraputty, ear defenders)	Daily Fine and gross motor skills, including co-ordination – LSA Handwriting programme Additional equipment Multi-sensory teaching Write from the Start Regular Sensory breaks Maze/pencil skills	Occupational Therapy advice implemented Physiotherapy Specialist advice. 1:1 PE support		