

THE CHARTER SCHOOLS

EDUCATIONAL TRUST

Special Educational Needs Policy

Author (s):	W Cannock – Trust SEND Lead
Functional area:	Special Educational Needs
Scope:	Trust wide
Reviewer (s):	SENCOs
Approver (s):	Trust Board
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1 Aims

1.1 All schools within The Charter Schools Educational Trust (the 'Trust') share common values and an ethos that every pupil matters. Our mission for students with Special Educational Needs and Disabilities is the same as for all our pupils: to inspire and nurture children and young people in South London to excel, through education that transforms lives and strengthens our diverse communities.

Our support for all pupils within our care extends to those children with additional needs who may require additional or different support to make outstanding progress.

1.2 Each school within the Trust shall ensure that:

- The special educational needs of pupils will be addressed, and pupils will not be labelled or disadvantaged by any policy or procedure operated within the Trust.
- It works in partnership with parents and appropriate external agencies to support students with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any student with special educational needs in order to achieve agreed outcomes.
- It has a Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEND record held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes.
- Children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2 Definitions

2.1 Under the Children & Families Act 2014, a child/young person will have SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

2.2 A Child or Young Person will have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age; or
- A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.

2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools.

3 Roles & Responsibilities

3.1 The implementation of this policy will be monitored by the Local Governing Body (LGB) at the school and remain under constant review by the Trust SEND Lead, and the Headteacher and SENCo in each school.

- Each school will appoint a local governor with responsibility for SEND. The SEND Link Governor will be responsible for working with the Chair of the LGB to ensure that the LGB provides appropriate challenge and support to the school’s work on SEND. This challenge and support will involve working with the designated senior leaders to monitor the quality and effectiveness of SEND provision within the school. The SEND Link Governor will report to the LGB on SEND issues at least termly.
- The Trust SEND Lead will work with the Headteacher and SENCo in each school to develop this SEND Policy. The Trust SEND Lead will report to the Trust Board on a termly basis.
- The Headteacher will work with the SENCo, Trust SEND Lead and SEND Link Governor to develop the SEND provision within the school. The Headteacher has overall responsibility for the provision and progress of learners with SEND in their school.
- The SENCo will co-ordinate the school’s approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
- Class teachers are responsible for the progress and development of every pupil in their classes and will work with the SENCo and Teaching/Learning Support assistants to ensure the “assess-plan-do-review” cycle is appropriately implemented to support any pupil with SEND.

3.2 The individual school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.

3.3 Parents/carers of pupils with SEND will be able to discuss the needs of their child with their child’s form tutor, class teacher(s), the Head of Year, or the SENCo as appropriate.

3.4 Named Trust SEND Lead and SENCos:

The Charter Schools Educational Trust SEND Lead		
Will Cannock - wcannock@tcset.org.uk		
School	SENCo	Email Address
Primary and Junior Schools		
The Belham Primary School	<u>Job share</u> Sharon Baxendale Emma Chan	sbaxendale.210@lgflmail.org echan7.210@lgflmail.org

Charles Dickens Primary School and Nursery	Giuseppe Capelan	gcapelan@charlesdickens.southwark.sch.uk
Dulwich Hamlet Junior School	Lilian Koder	lkoder1.210@lgflmail.org
Lyndhurst Primary School	Ali Jones	ajones@lyndhurst.southwark.sch.uk
Secondary Schools		
The Charter School East Dulwich	Amy Barlow	abarlow@chartereastdulwich.org.uk
The Charter School North Dulwich	Rachel Howes	RHowes@charternorthdulwich.org.uk

4 Identification & Assessment of SEND

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCo and teaching staff to make sure appropriate support is provided.
- 4.2 This information is collated from the transfer of school files from the previous school or early years setting and during transition meetings which are held with all the feeder schools or early years settings, in the summer term, before pupils start at the school. If necessary, a learning plan will be drawn up for each pupil with SEND.
- 4.3 On entry all to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENCo and Subject Leaders to identify any potential areas of need. Pupils may then be added to the SEND Record in line with the Code of Practice guidance for SEND.
- 4.4 The assessments taken by pupils upon entry to secondary school include Cognitive Ability Tests (CATs) and Reading and Spelling tests. More specific assessments for Speech, Language and Communication and wider cognitive skills are carried out where necessary.
- 4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Subject Leaders. If a pupil has not made expected progress, then targeted group support will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by the normal differentiated programme of study, then the class teacher(s) will work with the pupil, setting clear targets and providing greater differentiation. If the situation improves then no further action is needed. If progress is unsatisfactory, the SENCo will be informed.
- 4.6 At this point further information will be gathered. The class teacher will inform the parents about the lack of progress and there will be consultation and discussion around the proposed additional support for the pupil. Parents/carers, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. If

appropriate, a learning plan will be drawn up with support of the SEND team with copies shared with all staff concerned with the pupil's progress.

- 4.7 If a parent/carer refers their child to the school as they believe their child has special educational needs, they should first contact their child's class teacher or form tutor to discuss concerns. Concerns will be shared with the SENCo, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the pupil a referral to the Educational Psychologist or other relevant specialist may be completed with the parents'/carers' consent and information and strategies for support shared with all staff.
- 4.9 If there are concerns regarding the pupil's academic progress, then the school will ensure appropriate differentiation continues in the classroom and targeted group support is put in place if appropriate.
- 4.10 Contact details for professionals who are able to provide specialist assessments will be provided for parents/carers so they can consider a private assessment should they wish. Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 4.11 All staff teaching pupils on the SEND register will be made aware of the individual needs. Subject leaders and the SEND team will help teachers when required to develop techniques to support differentiation and ensure that appropriate resources are available as part of the school's Professional Development Programme.

5 Reviewing

- 5.1 All pupils with SEND are set personalised targets. Data collated during the school reporting process is analysed and strategies are put in place to support those who are not achieving as expected. All SEND provision delivered outside the classroom will have clear, time-limited objectives and agreed review dates set to ensure that progress is made. These are recorded using Individual Learning Plans on Provision Map and are monitored and reviewed on a termly basis. If expected progress is not made then the SENCo may refer to specialist/external services.
- 5.2 If a pupil has an Educational Health Care Plan (EHCP) an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a pupil is removed from the SEND record, the pupil will continue to be monitored through the school's structured reporting programme by the Subject Leaders.

6 Policy Links

This policy should be read in conjunction with:

- School SEND Information Report (updated annually)
- School Equality Objectives
- School Accessibility Plan

