

Chuckery Primary School

Chuckery
Primary School



Working Together

SEND Policy

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Statement of Inclusion

At Chuckery Primary School, we do not have a separate vision for pupils with Special Educational Needs and Disabilities (SEND). As a fully inclusive school, we believe that having a separate vision for SEND would be contrary to our commitment that every child is a valued member of our school community.

Our whole-school vision is our SEND vision. The ambitions, values and aspirations we hold for all pupils are the same ambitions, values and aspirations we hold for pupils with SEND. We are committed to ensuring that every child feels a sense of belonging, has access to a broad, balanced and ambitious curriculum, participates fully in school life and is supported to achieve their full potential academically, socially and emotionally.

Our SEND provision is underpinned by our PROUD values:

We Persevere

We maintain high aspirations for all pupils and are relentless in removing barriers to learning, participation and achievement. We provide high-quality teaching, appropriate adaptations and additional support to enable pupils with SEND to thrive academically, socially and emotionally.

We are Respectful

We value and celebrate the strengths, needs and achievements of every pupil. We listen to, monitor and respond to the views, wishes and aspirations of pupils and their families and promote a culture where every child feels safe, respected and that they belong.

We take Ownership

We use our best endeavours to secure the provision required to meet pupils' identified needs. Through the graduated approach of Assess, Plan, Do, Review, we ensure provision is responsive, purposeful and focused on improving outcomes.

We work to Understand

We work in close partnership with pupils, families, staff, the Local Authority and external professionals to build a thorough understanding of individual strengths, aspirations and needs. We recognise that understanding each child as an individual is essential if they are to succeed, belong and thrive.

We Develop Ourselves

We continually develop the skills, knowledge and expertise of our staff so that all pupils receive the support they need to achieve their potential. We support pupils to develop independence, confidence, self-advocacy and the skills needed for the next stage of education and later life.

At Chuckery Primary School, inclusion is not a separate aspect of our work; it is embedded within our culture, our curriculum and our daily practice. Through our PROUD values, we strive to create a learning community where every child is welcomed, valued, supported and enabled to flourish.

1. Introduction

At Chuckery Primary School, we are committed to providing an inclusive education where every child is valued, supported and enabled to achieve their full potential.

We believe that every pupil, regardless of need or disability, should have access to a broad, balanced and ambitious curriculum and participate fully in all aspects of school life. Inclusion underpins everything we do.

We recognise that some pupils require additional support, adaptations and specialist provision to achieve positive outcomes. Through high-quality teaching, targeted support and strong partnerships with families and external professionals, we work to remove barriers to learning, achievement and participation.

2. Aims

The aims of this policy are to:

- Ensure the early identification of pupils with SEND.
- Use our best endeavours to secure the special educational provision required to meet identified needs.
- Maintain ambitious expectations for all pupils.
- Ensure all pupils can access a broad, balanced and ambitious curriculum.
- Remove barriers to learning and participation.
- Enable pupils with SEND to participate fully in school life.
- Promote independence, confidence, resilience and self-advocacy.
- Support pupils to develop the knowledge, skills and cultural capital required for future success.
- Prepare pupils effectively for the next phase of education and adulthood.
- Work in partnership with parents, carers and external agencies.
- Ensure compliance with relevant legislation and statutory guidance.

3. Legislation and Guidance

This policy is written in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Special Educational Needs and Disability Regulations 2014
- Equality Act 2010
- Supporting Pupils with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children
- School Admissions Code

4. Definitions

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision that is additional to, or different from, that normally available to children of the same age.

A disability is defined by the Equality Act 2010 as:

A physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have 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.

For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children and young people of the same age by mainstream schools and early years' settings.

The four broad areas of need are:

Communication and Interaction

Children may have difficulties with understanding language, expressing themselves or using social communication skills appropriately.

Cognition and Learning

Children may experience difficulties learning at a slower rate than their peers and may require additional support to access learning.

Social, Emotional and Mental Health

Children may experience difficulties with emotional regulation, mental health, behaviour, relationships or wellbeing.

Sensory and/or Physical Needs

Children may require support due to sensory differences, medical needs or physical disabilities.

5. Inclusion, Equality and High Ambition

Chuckery Primary School is committed to ensuring that pupils with SEND are fully included within our school community.

We maintain high aspirations for all pupils and do not assume that a child's needs determine what they can achieve. Pupils with SEND are entitled to the same ambitious curriculum, enriching experiences and opportunities as their peers.

The school fulfils its duties under the Equality Act 2010 and will make reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

We are committed to ensuring pupils with SEND can access:

- The full curriculum
- Educational visits
- Residential visits
- Clubs and extra-curricular activities
- Sporting opportunities
- Enrichment experiences
- Leadership opportunities
- Wider school life alongside their peers

6. Our Curriculum

At Chuckery Primary School, we believe that an inclusive curriculum is fundamental to achieving positive outcomes for pupils with SEND. We maintain high expectations for all learners and are committed to ensuring pupils with SEND access a broad, balanced and ambitious curriculum which prepares them for success in school and later life.

Our curriculum is delivered through three interwoven strands:

National Curriculum

All pupils access a broad, balanced and ambitious curriculum. Teaching is adapted through high-quality adaptive teaching, scaffolded support, reasonable adjustments and personalised strategies to ensure pupils can participate, achieve and make progress from their individual starting points.

Incidental Curriculum

We recognise that many important learning opportunities occur outside planned lessons. Through daily interactions, routines and experiences, pupils develop communication, social understanding, emotional regulation, resilience, independence and relationships. These skills are explicitly modelled, taught and reinforced throughout the school day.

Needs-Based Curriculum

Where appropriate, pupils may access provision linked to identified SEND needs and EHCP outcomes. This curriculum focuses on developing the knowledge, skills and independence needed to overcome barriers to learning and participation. Provision may include communication and interaction support, sensory regulation, emotional wellbeing, independence skills and personalised learning programmes.

Together, these three strands ensure that pupils develop academically, socially, emotionally and personally while preparing them for the next stage of education and later life.

7. Roles and Responsibilities

SENDCo: Jordan Jacks

Inclusion Manager: Angela McMorrow

SEND Governor: Simon Muller

The SENDCo is a qualified teacher and holds the National Award for SEN Coordination (NASENCO).

Governing Body

The Governing Body will:

- Ensure statutory SEND duties are fulfilled.
- Monitor the effectiveness of SEND provision.
- Appoint a SEND Governor.
- Ensure appropriate resources are allocated.
- Promote an inclusive school culture.

Headteacher

The Headteacher will:

- Ensure the effective implementation of this policy.

- Promote inclusion across the school.
- Monitor the quality of SEND provision.
- Ensure sufficient staffing and resources are available.

SENDCo:

The SENDCo will:

- Oversee the day-to-day operation of SEND provision.
- Maintain the SEND register.
- Coordinate provision and support.
- Advise and support staff.
- Liaise with parents and carers.
- Coordinate referrals to outside agencies.
- Coordinate EHCP applications and annual reviews.
- Monitor the effectiveness of provision.
- Support transition arrangements.
- Monitor the use and effectiveness of SEND funding to ensure resources are deployed strategically to improve outcomes and remove barriers to learning.

Class Teachers

All teachers are teachers of pupils with SEND and are responsible for:

- Delivering high-quality adaptive teaching.
- The progress and attainment of all pupils.
- Implementing agreed provision.
- Monitoring outcomes and progress.
- Working collaboratively with parents and the SENDCo.

8. Admissions

Chuckery Primary School admits pupils with SEND in accordance with the School Admissions Code and the school's Admissions Policy.

Pupils with an Education, Health and Care Plan (EHCP) naming the school will be admitted in line with statutory guidance.

The school does not discriminate against pupils on the basis of SEND or disability.

Placement within the Specialist Resource Provision requires consultation with the Local Authority and an EHCP naming Chuckery Primary School SRP.

9. Specialist Resource Provision

Chuckery Primary School operates Specialist Resource Provisions for pupils with Communication and Interaction needs.

The provisions provide:

- Specialist teaching
- Bespoke curriculum pathways
- Communication-friendly environments
- Structured inclusion opportunities
- Sensory-informed practice
- Provision based upon EHCP outcomes

Pupils within the SRP remain valued members of the wider school community and are supported to develop a strong sense of belonging.

10. Identification of SEND

Needs may be identified through:

- Parent concerns
- Teacher observations
- Assessment and screening
- Progress and attainment data
- Previous setting information
- Pupil voice
- Advice from external professionals

The school follows the graduated approach and uses a range of assessment information alongside the Walsall Getting it Right for SEND guidance.

11. Graduated Approach

The school follows the Assess, Plan, Do, Review cycle.

Assess

Information is gathered through assessment, observation, parent consultation, pupil voice and external advice.

Plan

Outcomes and provision are agreed and documented in partnership with pupils and families.

Do

Provision is delivered through adaptive teaching, interventions, reasonable adjustments and specialist support.

Review

Progress is evaluated and provision adapted as necessary.

12. SEND Support and EHCPs

Where pupils require support that is additional to and different from ordinarily available provision, SEND Support will be implemented.

The school will:

- Monitor pupil progress regularly.

- Review support and outcomes.
- Work with families and professionals.
- Adapt provision where necessary.

For pupils with significant and complex needs, the school may request an Education, Health and Care Needs Assessment. Where a pupil has an Education, Health and Care Plan, Chuckery Primary School will use its best endeavours to secure the special educational provision specified within Section F and will work collaboratively with families and professionals to review progress towards outcomes.

Where a pupil has made sustained progress and no longer requires additional provision, they may be removed from the SEND register following consultation with parents and relevant professionals.

13. Partnership with Pupils and Families

The views, wishes and aspirations of pupils and families are central to decision-making.

The school will:

- Listen to pupil voice.
- Promote co-production.
- Involve families in planning and reviewing support.
- Maintain open communication.
- Share progress regularly.
- Encourage participation in reviews and annual reviews.

14. Medical Needs

The school supports pupils with medical conditions through Individual Healthcare Plans where required.

Staff receive relevant training and work in partnership with parents and health professionals to ensure pupils can access education safely and successfully.

15. Attendance

The school recognises that some pupils with SEND may experience additional barriers to attendance.

We work collaboratively with pupils, families and external agencies to identify barriers and provide support whilst maintaining ambitious expectations for attendance and engagement.

16. Safeguarding

Chuckery Primary School recognises that pupils with SEND may face additional safeguarding challenges and communication barriers.

All staff receive safeguarding training and understand the vulnerabilities that can affect some pupils with SEND.

The SENDCo is a DDSL and also works closely with the Designated Teacher for Looked After and Previously Looked After Children to ensure support is coordinated and barriers to learning are addressed swiftly.

17. External Agencies

The school works collaboratively with education, health and social care professionals to secure positive outcomes for pupils.

These may include:

- Educational Psychology
- Speech and Language Therapy
- Occupational Therapy
- CAMHS
- School Nursing
- Hearing Impairment Service
- Visual Impairment Service
- Cadmus Inclusive
- Social Care Services

18. Staff Development

The school is committed to developing staff expertise through ongoing professional development.

Training is planned strategically and responsively to ensure staff have the knowledge, confidence and skills required to meet pupils' needs.

19. Transition

Effective transition planning is a key element of SEND provision.

Support may be provided:

- On entry to school
- Between classes and year groups
- Between lessons
- Moving from one lesson to another lesson
- Into and out of SRP provision
- Between educational settings
- During transition to secondary school

Transition arrangements are planned in collaboration with pupils, families and receiving settings.

Although Chuckery Primary School is a primary setting, we recognise the importance of preparing pupils for adulthood from the earliest years. We support pupils to develop independence, communication, self-advocacy, emotional regulation and social skills which prepare them for the next stage of education and later life.

20. Monitoring and Evaluation

The effectiveness of SEND provision is monitored through:

- Learning walks

- Lesson observations
- Book scrutiny
- Provision map reviews
- Data analysis
- Attendance monitoring
- Behaviour monitoring
- Pupil voice
- Parent voice
- Progress towards targets and outcomes
- EHCP annual reviews

The SENDCo reports regularly to senior leaders and governors regarding the effectiveness of provision and outcomes for pupils with SEND.

21. Complaints

Concerns regarding SEND provision should be raised in the following order:

1. Class Teacher
2. SENDCo
3. Head of School
4. Executive Headteacher
5. SEND Governor

Further information can be found within the school's Complaints Policy.

22. Related Policies

This policy should be read in conjunction with:

- SEND Information Report
- Accessibility Plan
- Equality and Diversity Policy
- Relationships and Behaviour Policy
- Child Protection and Safeguarding Policy
- Attendance Policy
- Teaching and Learning Policy
- Medical Conditions Policy
- Admissions Policy
- Complaints Policy