



CHELSEA
HALL SCHOOL

SPECIAL EDUCATIONAL NEEDS POLICY

Responsible Person: Headteacher (Jessica Duemler)

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INTRODUCTION

Chelsea Hall School is owned and operated by Cavendish Education; the Proprietary Body, also known as the Governing Body. Any reference to Governors means any Director of Cavendish Education.

This Policy document is one of a series of CHS Policies that, taken together, are designed to form a comprehensive formal Statement of CHS's aspiration to provide an outstanding education for each and every one of its pupils, and of the mechanisms and procedures in place to achieve this. Accordingly, this Policy needs to be ready alongside all of these Policies in order to get the full picture, and should be read in conjunction with other Chelsea Hall School's policies and procedures.

All of these Policies have been written, not simply to meet statutory and other requirements, but to evidence the work that Chelsea Hall School is undertaking to ensure the implementation of its core values, our '4 Cs':

Character
Creativity
Confidence
Competence

While this current policy document may be referred to elsewhere in Chelsea Hall School documentation, including particulars of employment, it is non-contractual.

In all CHS Policies, unless the specified context requires otherwise, the word "parent" is used in terms of Section 576 of the [Education Act 1996](#), which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance [Understanding and dealing with issues relating to parental responsibility](#) considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

CHS employs the services of the following consulting companies to ensure compliance is met and best practice is implemented:

Peninsula HR Online
Peninsula Business Safe (Health and Safety)
Atlantic Data (DBS)
Educare (online CPD)

Chelsea Hall School fully recognises the responsibility it has under sections 157/175 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of children and young people, and expect all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School. This responsibility is more fully explained in the statutory guidance for schools and colleges Keeping Children Safe in Education September 2022. [Keeping children safe in education 2022 - GOV.UK](#)

All staff are made aware of their duties and responsibilities under part one of this document.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at Chelsea Hall School.

Chelsea Hall School's policy documents are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

This policy was drawn up in accordance with and using information from:

- the statutory guidance [Special educational needs and disability code of practice: 0 to 25 years](#)
- the advice paper [Schools: guide to the 0 to 25 SEND code of practice](#)
- the research paper [Research and analysis: Supporting SEND](#)

AIMS

Our aim is to meet each student's unique developmental, behavioural, and emotional needs as well as help develop their cognitive abilities through the development of a firm foundation of skills

DEFINITION OF SPECIAL EDUCATIONAL NEEDS FROM THE DEPARTMENT OF EDUCATION

Children have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority
- are under compulsory school age and fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Special educational provision means:

- for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area
- for children under two, educational provision of any kind.

The majority of students at Chelsea Hall School have been diagnosed with one or more aspects of special educational needs.

See CHS Curriculum Policy for more information on how Chelsea Hall School ensures that the necessary provision is made for all pupils' needs.

ASSESSMENT AND REPORTING PROVISION

The developmental levels of abilities, the cognitive functions and the specific learning and social challenges of each child are thoroughly and continually assessed by the team of teachers and therapists working in the school. Every disability is different; even children with identical diagnosis can present a range of differing complex needs. Each child is unique in neurological, developmental and emotional makeup. An individual and child-centred approach, building a teaching plan based on the broad profile of the student, best serves the complex child who cannot be taught using one age level curriculum.

All students are comprehensively assessed during the first half term (September-October) of the school year using a range of both standardized and observational assessment tools as appropriate for the individual child. Speech and Language Therapy and Occupational Therapy assessments make up the core resource from which the IEPs are constructed and inform the academic plans as well as the social and behavioural modifications and interventions.

The draft IEPs are given to parents in November. This document of approximately 25 pages can include modifications, interventions, and goals in all relevant areas of the curricula and therapy needs. Parents' views and input are requested.

Each IEP is reviewed in February by all members of the teaching and therapy staff. In March, parents, teachers and therapists meet to review the goals and make adjustments to the student's plan.

In May and June each student is again fully assessed and the end of year report is written. This report will provide a comprehensive comparison of the child's progress. During this time, we hold the formal annual reviews with all teachers, therapists, parents and representatives of the local education authority when necessary and appropriate.

We are well aware that all children need the support of a successful partnership of parents, teachers and therapists to make good progress in school. We strive to build positive links with the parents of each child by keeping them informed about the way in which the children are being taught and how well each child is progressing. We achieve these links through reports, I.E.P.s, questionnaires, home visits, informational/social parent evenings, parents workshops, school programmes and performances, weekly update via the password protected section of the website or emails, etc.

MONITORING AND REVIEW

The Head Teacher designs the teaching and therapy program at Chelsea Hall School. The Head Teacher is responsible for monitoring implementation whilst the Head Teacher reviews all aspects of the program each year.

The effective use of TA's in the classroom to maximize student's potential to learn will be regularly assessed by formal observations from the Head Teacher.

STATEMENTING PROCEDURES

SCHOOL REQUEST FOR A STATUTORY ASSESSMENT

Where a request for a statutory assessment is made by the school to an LEA, the child will have demonstrated significant cause for concern. The LEA will need information about the child's progress over time and will also need documentation in relation to the child's special educational needs and any action taken to deal with those needs, including any resources or special arrangements put in place.

This information may include:

- Individual education plans for the pupil (IEP)
- Records of regular reviews and their outcomes
- The pupil's health including the child's medical history where relevant
- National Curriculum / EYFS levels attainments in literacy and mathematics
- Educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- Views of the parents and of the child
- Involvement of other professionals such as health, social services or education welfare service.

STATUTORY ASSESSMENT OF SPECIAL EDUCATIONAL NEEDS

Statutory assessment involves consideration by the LEA, working co-operatively with parents, the child's school and, as appropriate, other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LEA's attention as possibly requiring an assessment through a request by the child's school, from a parent or a referral by another agency.

Where the evidence presented to the LEA suggests that the child's learning difficulties have not responded to relevant and purposeful measures taken by the school and external specialists and may call for special educational provision which cannot reasonably be provided within the resources normally available to mainstream schools, the LEA will consider the case for a statutory assessment of the child's special educational needs. The LEA may decide that the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs is such as to require the LEA to determine the child's special educational provision through a statement.

A statement of special education needs will include:

- The pupil's name, address and date of birth

- Details of all of the pupil's special needs
- Identify the special educational provision necessary to meet the pupil special educational needs
- Identify the type and name of the school where the provision is to be made
- Include relevant non-educational needs of the child
- Include information on non-educational provision

All children with statements of special educational needs will have short-term targets set for them that have been established after consultation with the parents and child, and include targets identified in the statement of educational need. These targets will be set out in an IEP and be implemented, at least in part and as far as possible, in the normal classroom setting. The delivery of the interventions recorded in the IEP will continue to be the responsibility of the class teacher.

ANNUAL REVIEW OF A STATEMENT OF SPECIAL EDUCATIONAL NEEDS

All statements must be reviewed at least annually with the parents, the LEA, the school and professionals involved invited to consider whether any amendments need to be made to the description of the pupil's needs or to the special educational provision specified in the statement. The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

At the review in year 5, the aim should be to give clear recommendations as to the type of provision the child will require at the secondary stage. It will then be possible for the parents to visit secondary schools and to consider appropriate options within the similar timescales as other parents. The SENCO of the receiving school should be invited to attend the final annual review in primary school of pupils with statements, to allow the receiving school to plan an appropriate IEP to start at the beginning of the new school year and enable the pupil and the parents to be reassured that an effective and supportive transfer will occur.