

SPECIAL EDUCATIONAL NEEDS POLICY

This policy has been written for	<ul style="list-style-type: none"> All staff at The Chelsea Group of Children 		
Copies of this policy may be obtained	<ul style="list-style-type: none"> The Chelsea Group of Children website http://chelseachildren.com/ As a hard copy or email attachment on request from the School office 		
This policy links with the following policies	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> Health and Safety Record Keeping </td> <td style="width: 50%;"> <ul style="list-style-type: none"> CGC Curricula Overview 2021 Safeguarding and Child Protection </td> </tr> </table>	<ul style="list-style-type: none"> Health and Safety Record Keeping 	<ul style="list-style-type: none"> CGC Curricula Overview 2021 Safeguarding and Child Protection
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Participants and consultees	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%;"> <ul style="list-style-type: none"> Head Teacher </td> <td style="width: 50%;"> <ul style="list-style-type: none"> Other staff </td> </tr> </table>	<ul style="list-style-type: none"> Head Teacher 	<ul style="list-style-type: none"> Other staff
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Relevant statutory guidance, legislation and other sources of information	<p>Useful links:</p> <ul style="list-style-type: none"> Ofsted: http://www.ofsted.gov.uk DfE: http://www.education.gov.uk Special Educational Needs Code of Practice 2015: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf SEN Toolkit: https://webarchive.nationalarchives.gov.uk/20130404001507/https://www.education.gov.uk/publications/eOrderingDownload/DfES-0558-2001-2.pdf 		
The Lead Member of staff is	<ul style="list-style-type: none"> Head Teacher 		
Definitions and key terms used in this policy	<ul style="list-style-type: none"> CGC – Chelsea Group of Children 		
The Rationale and Purpose of this policy	<p>Our aim is to meet each student’s unique developmental, behavioural, and emotional needs as well as help develop his or her cognitive abilities through the development of a firm foundation of skills</p>		
Persons with particular responsibilities	<ul style="list-style-type: none"> Head Teacher 		
Other participants and Stakeholders	<ul style="list-style-type: none"> Staff 		
Monitoring and Evaluation	<ul style="list-style-type: none"> The Head Teacher and the Policy Administrator will ensure the policy is kept up to date and all members of staff are complying with the rules and guidelines. 		

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:

- a) have a significantly greater difficulty in learning than the majority of children of the same age; or
- b) 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
- c) 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:

- a) 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
- b) for children under two, educational provision of any kind.

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

See CGC Curricula Overview for more information on how The Chelsea Group of Children 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 The Chelsea Group of Children. 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.