

Christ Church C.E.Primary School

Special Educational Needs and Disability (SEND) policy

At Christ Church C.E. Primary School we believe that every child is equal, valued and unique. We aim to provide an environment where all children feel safe and can flourish. We will respond to individuals in ways which take into account their varied life experiences and particular needs.

'Achieving excellence, inspiring dreams, opening minds, creating futures'

Definition of Special Education Needs and Disability

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. Code of Practice 2014

Aims and Objectives

- To ensure equality of provision for children with special educational needs and disabilities (SEND)
- To take into account legislation related to SEND, including The SEND Code of Practice 2014
- To provide full access for all children to a broad, balanced and relevant curriculum
- To ensure that the needs of children with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes.
- To enable children with SEND to achieve their potential
- To work in partnership with parents/carers to enable them to make an active contribution to the education of their child and be fully involved in decision making.
- To take the views, wishes and feelings of the child into account
- To provide detailed information about the arrangements for identifying, assessing and making provision for children with SEND.

Roles and Responsibilities

The Governing Body

The Governing Body are ultimately responsible, through Head Teacher delegation, to ensure the needs of all children with SEND are met.

The Named Governor for responsibility for SEND is Ms Louise Evans.

Special Educational Needs Coordinator (SENCO)

The SENCO is responsible for coordinating the day to day provision for children with SEND and ensuring that children are fully included in all aspects of school life.

The SENCO is **Mrs E Mills**

Telephone: 01922 710080

Our SENCO will:

- Manage the day to day operation of the policy
- Coordinate the provision for children with SEND
- Maintain the SEND list and regularly update the SEND provision map
- Maintain resources and specific interventions to ensure appropriate provision is made
- Track progress using school based and statutory assessment data
- Complete referrals to outside agencies when required
- Complete relevant documentation required for additional funding for children at School Support and those with Top up funding
- Support and advise colleagues
- Monitor and evaluate the SEND provision and report to the governing body
- Act as a link with outside agencies
- Liaise with Designated Teacher where a looked after child has SEND
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet student's needs effectively
- Liaise with parents of children with SEND
- Liaise with feeder nursery schools, other schools, secondary schools to ensure a smooth transition is planned
- Be a key point of contact with external agencies
- Keep up to date records of children with SEND
- Apply for any necessary access arrangements for end of Key Stage assessments

Access to Facilities and Provision:

Christ Church is a new build (4 years old), it complies with all the necessary access requirements.

An Accessibility Audit was carried out Summer 2014. For further details regarding our Accessibility please refer to our Accessibility Plan.

At every level all reasonable adjustments are made so that every child is given the opportunity to participate, achieve and enjoy their school life at Christ Church C.E. Primary School.

Allocation of Resources:

The Head Teacher and SENCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for children with SEND.

Identification, Assessment and Review Arrangements:

SEND support - a four part cycle

The identification of Children with SEND is built into the overall approach to monitoring the progress and development of all children in school. All teachers are responsible and accountable for the progress of children with SEND in their class.

Assess

Class Teachers and the SENCO will carry out a clear analysis of a child's needs. This assessment will be reviewed regularly. Where appropriate, outside professionals will help to inform the assessment. Parents will also be asked to contribute to this assessment and discussion.

Plan

Adjustments, interventions, support and review date will be agreed with staff, parents and child. This will be recorded on the IEP.

Do

Class teachers are responsible for working with the children on a daily basis and are responsible for their progress. Class teachers and the SENCO will plan and assess the impact of support and interventions with any Teaching Assistants or specialised staff.

Review

The effectiveness of the support and interventions and the impact on the child's progress will be reviewed on the agreed date. IEP targets and interventions will be reviewed every term in consultation with the class teacher, SENCO, parents and child.

If a child doesn't make expected progress over a sustained period of time we will consider requesting advice from external agencies such as SALT, E.P., A.T, School Health.

Additional Top-Up Funding

Where a child's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the Local Authority.

Education, Health and Care Plans

Where, despite having taken relevant and purposeful action to identify, assess and meet the needs of an SEND child and the child has not made the expected progress, then the School or parents will consider requesting an Education, Health and Care Assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

Further details on provision for children with SEN can be found in the SEN Information Report and the Accessibility Plan.

SEN Information Report

This report can be found on the school website. It outlines the provision Christ Church C.E. Primary School makes within the four broad areas of need - communication and interaction, cognition and learning, emotional and mental health difficulties, sensory and physical.

Christ Church C.E. Primary School follows a graduated response of action and intervention as outlined in Code of Practice 2014. School assessment data, teacher judgements and where appropriate assessments from outside agencies are used to identify children who require additional and different provision.

At **Additional Support** the needs of the child are recorded on SEN list and met in the classroom by teachers and Teaching Assistants. Progress is monitored in accordance with whole school assessment arrangements.

At **Consultation Stage** there will be involvement from outside agencies to help with deciding on provision and interventions to put into place. Additional SEN Teaching Assistants, class teachers and class TA's deliver these interventions.

Targets are reviewed each Term in consultation with class teacher, SENCO and relevant external agency.

A child with an **Education, Health and Care Plan** will have undergone statutory assessment for their high needs and will have a detailed costed provision plan. The additional support/resources are matched to the provision plan. Targets are reviewed with each term and an annual Statutory review will also be held to discuss the objectives of the plan and if it is still necessary and relevant.

Transition Arrangements

Transition is carefully planned in order to ensure a successful transition to Christ Church C.E. Primary School and on to Secondary Education.

Access to the Curriculum: All teachers are responsible and accountable for the children with SEND in their classroom.

A broad, balanced and relevant curriculum is differentiated to enable all children access to learning. In planning and teaching teachers aim to provide appropriate learning objectives, meet the child's learning needs and remove barriers to learning. For the majority of each day children with SEN are taught with their peers in the classroom, however in order to maximise learning there may be times that children are withdrawn, individually or in small groups to take part in targeted interventions to meet particular needs.

Monitoring and Evaluating the success of the provision.

A variety of methods are used to monitor the provision and achievements of children with SEN:

- Regular observation of teaching by the senior leadership team
- Analysis of assessment data
- Pre and post assessments for those children who are withdrawn for targeted interventions
- Success rates in respect of individuals
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers
- Regular meetings between SENCO and senior leaders
- Provision mapping
- If a child is working below National Curriculum in KS1 or KS2 we monitor progress using a variety of measures - school tracking system, p scales, Boxall Profile, IEP's

Partnership with parents/carers

Christ Church C.E. Primary School values the importance role of parents/carers in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. They are fully involved in the review process.

Staff Development

The SENCO ensures that staff are informed of local and national developments in relation to SEN and Inclusion. Training needs are identified and where appropriate outside agencies are used to deliver the training.

Links with external services

Links with a range of external services are well established including the following - Educational Psychology, Advisory Teachers, School Health, Vision Support, Occupational Therapy, Speech and language therapy, social services and Looked After Children Team.

Medical Conditions

Christ Church C.E. Primary school will follow the recommendations of the Children's and Families Act 2014 with regards to arrangements to support children with medical conditions.

Admissions Arrangements

The school has adopted the criteria set out in the LA's admission policy. The school welcomes children with known special educational needs, as well as identifying and providing for those not previously identified as having SEN.

The Complaints Procedure

Initially an attempt will be made to resolve a complaint about SEN provision at school level. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and/or Head Teacher becomes involved. If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint. The Governing Body will consider the complaint, after which, if necessary the LA will become involved.

To be reviewed December 2017

