

Christ Church CE Primary School

'Train up a child in the way they should go and when they are old, they will not depart from it.' Proverbs 22:6



SEND Policy

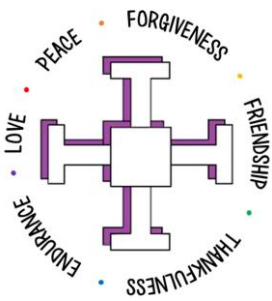
'We value all children as unique 'Children of God' and welcome them into our safe, loving and supportive Christ Church family. We endeavour to use nurture to encourage individuals to flourish and aspire to reach their God given potential. We rejoice in our rich diversity and our broad, balanced curriculum provides opportunities for all to achieve excellence, open minds and inspire dreams both now and the future'.

Special Educational Needs and Disability (SEND) Policy

Aims and Objectives for SEND Provision

All staff at Christ Church CE Primary will endeavour to meet the Special Educational Needs of all children at the school. This will be achieved by:

- Ensuring equality of provision for children with special educational needs and disabilities (SEND)
- Taking into account legislation related to SEND, including The SEND Code of Practice 2014
- Providing full access for all children to a broad, balanced and relevant curriculum with the appropriate degree of social and educational inclusion
- Ensuring that the needs of children with SEND are identified, assessed, provided for and regularly reviewed to improve outcomes
- Enabling children with SEND to achieve their potential
- Working in partnership with parents/carers to enable them to make an active contribution to the education of their child, and be fully involved in the decision-making process
- Taking the views, wishes and feelings of the child into account
- Providing detailed information about the arrangements for identifying, assessing and making of provision for children with SEND.
- Providing a Child-Centred Education Plan (CCEP), through a graduated response known as an **Assess, Plan, Do, Review** process when required, with targets that are *additional to or different from* the adapted curriculum/lesson planning that is part of regular provision.
- Ensuring a high level of whole school staff expertise to meet need, through well-targeted continuing professional development.
- Working in cooperative and productive partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.



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What are Special Educational Needs?

'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

At Christ Church, we acknowledge that whilst a child may have a clear primary need, they may have additional areas for development in more than one area identified in the Code of Practice.

The four areas of need as defined in the SEND Code of Practice 2014 are:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory / Physical

As part of the identification process, we take into account other factors which may be impacting upon a child's progress and attainment.

These may include:

- Disability – a child may have a disability and a special educational need although under the current disability equality legislation, a disability alone does not constitute SEN.
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of pupil premium
- Being a looked after child
- Being a child of a service man or woman



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We always take into consideration the whole child.

Roles and Responsibilities

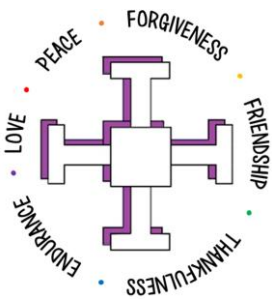
The Governing Body has a responsibility for:

- Ensuring that provision of SEN is of a high standard
- Having regard for the Code of Practice
- Reporting annually to parents/carers on the effectiveness of the school's SEN policy
- Having in place a designated person who will make sure that where it is known that a child has special educational needs, those needs are made known to all who are likely to teach him or her
- Having in place a strategy to monitor the school's SEND policy
- Working with the Head Teacher and SENDco to ensure they are aware and involved in the whole school issues of SEN and inclusion
- Challenging the school SEND department to ensure that ALL children are reaching their full potential.
- **The SEND Governor is... Mrs Hayley Hall.**

The Head Teacher

The Head Teacher has responsibility for:

- Day to day management of all aspects of the school's work including provision for children with SEND.
- Keeping the Governing Body informed as appropriate about any issues in the school relating to SEND.
- Working closely with the SENDco.
- Supporting the SENDcos in terms of budgeting the SEND provisions.



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The Special Educational Needs and Disabilities Coordinator (SENDco)

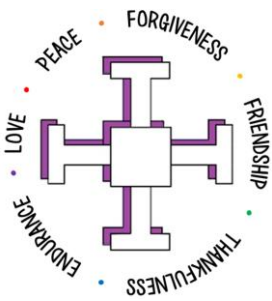
The job description for the SENDcos includes:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. This includes developing and monitoring the school's graduated response of support for children with SEND, and supporting the assessment of progress and impact.
- Ensuring that parents are:
 - o involved in supporting their child's learning
 - o kept informed about the support their child is getting
 - o involved in reviewing how they are doing
- Liaising with external agencies, who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology, etc...
- Updating the school's SEND register and making sure that there are detailed records of a child's progress and needs.
- Providing specialist support for teachers and support staff in the school, so they can help children with SEND achieve the best progress possible.
- Evaluating, in conjunction with all relevant stakeholders, the effectiveness of the school's SEND provision.

Our school SENDcos are:

Mrs Shelley Till

Mrs Rebecca Macdonald



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Teachers

Every teacher is a teacher of SEN

Teachers are responsible and accountable for the progress and development of the children in their class, including where children access support from Teaching Assistants or specialist staff following the Quality First Teaching (QFT) approach.

All teachers at Christ Church CE Primary School have full responsibility for the learning and progress of children in their classes. Responsibilities include:

- Devising strategies and identifying appropriate methods of access to the curriculum by adapted lesson planning.
- Delivering high quality teaching that suits the needs of individual children.
- Providing additional support on a daily basis.
- Ensuring that all staff working with individual children are aware of specific needs
- Planning and delivering individual programmes particularly those identified in the CCEP
- Completing termly reviews for all children with a CCEP.
- Evidencing individual programmes advised/recommended by external agencies and reporting on the impact of programmes/strategies
- Liaising with Rainbow / Moonlight and Sunshine staff to ensure that adapted work is accessible when returning to whole class learning.
- Ensuring that the school's SEND policy is followed in the classroom and for all children with SEND who are being taught.



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Parents and Carers

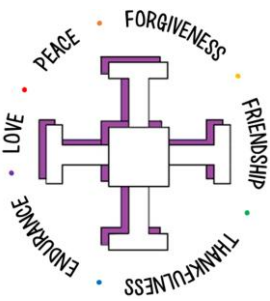
Parents and Carers have a responsibility to communicate regularly with staff at the school and alert them to any concerns that they may have about their child's learning, provision or any problems, which may be affecting them. The aim is to develop a strong partnership, so that children with SEND can be successfully supported.

Identification of pupils with SEND

When teachers feel that a child has a special educational need, this may be because they are not making the same progress as other pupils. Early identification and intervention is therefore explored to ensure the child receives the help to achieve success.

As part of teacher quality first teaching, they will observe the child's learning characteristics and how they cope within our learning environments, assess their understanding of what they are learning in school, and if appropriate, use tests to help them to pinpoint the difficulty. This will help us to identify the child's need and plan strategies to support their learning. This action will be the first cycle of '**Early Response**' initial intervention and follow an **Assess, Plan, Do, Review** cycle.

When reviewed, if progress remains limited, the teacher may approach the Early Response lead for additional support and advice, along with discussions with parents and carers. A second cycle of '**Early Response**' intervention will be carried out if required. This will be recorded on school's Early Response register. If concerns remain, a child will be escalated to the next stage of our Graduated Response and placed onto our Special Educational Needs register. Appropriate individual SMART targets, in consultation with parents/carers and the child, will then be set.



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Managing children's SEN

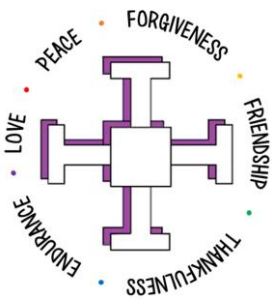
Personalised learning targets will be reviewed termly with the child, parents/carers, teacher and SENDco. Consideration will be given to reviewing previous targets and setting focused next steps to ensure that the child makes progress.

On the special needs register, there is one level of school based support (K - SEN Support) along with children who may be in receipt of an educational, health and care plan (EHCP).

If parents/carers believe that their child has a special educational need, this will be discussed with them and their child's needs assessed accordingly. Often these will be carried out by school, though sometimes advice will be requested from more specialised services such as Educational Psychology, Speech Therapy, Occupational Therapy or our Advisory Team. Any referrals will be completed in collaboration with the SENDco and all relevant parties. Findings will always be shared with parents/carers and working in partnership, next steps to best support will be planned for.

Where appropriate advice has been sought, implementation will be evidenced in the child's individual targets and will be discussed with parents/carers. More detailed information and costings are recorded in the school's Local Offer, SEN information Report and SEN Development Plan and personalised provision maps.

Children **do not** remain indefinitely on the SEN register. When a child makes sufficient progress in their learning and the barriers have been sufficiently supported, they will no longer require additional SEN support. However, their progress and attainment will continue to be closely monitored.



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Graduated Response

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 external agencies are used to identify children who require additional and different provision.

At **Additional Support**, the needs of the child are recorded on SEN register 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 TAs deliver these interventions. Targets are reviewed each Term in consultation with class teacher, SENDco and relevant external agency.

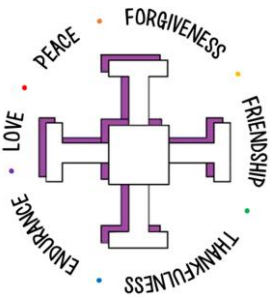
Educational Health Care Plans (EHCP)

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

Parents/Carers are also able to make a request for an statutory assessment if they believe it is necessary.

The Education Health Care Plans will be reviewed at least annually. Parents/Carers or the school can call an early review if:

- There are significant changes in the child's needs
- Additional funding is required



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- The outcomes have all been achieved
- The child requires a change of placement.

Resources for SEND

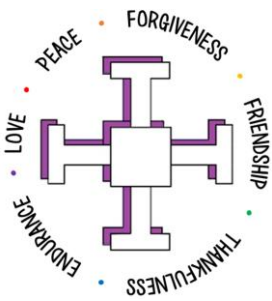
Christ Church is funded to meet the needs of all of their children through its core budget, however it is additionally funded to support children with SEND. Where a child's needs exceed the nationally prescribed threshold, additional funding will be applied for from the Local Authority.

The SENDco, in conjunction with the School Business Manager and Head Teacher, allocate the SEND budget to meet the needs of children with EHCPs and SEN support.

Monitoring and evaluating the success of the provision

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

- 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 SENDco and senior leaders
- Provision mapping
- If a child is working below National Curriculum in KS1 or KS2, progress is monitored using a variety of measures – school tracking system, Boxall Profile, CCEP data.



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Partnership with Children

Christ Church CE Primary School acknowledges the child's role as a partner in their own education and encourages their participation in the decision making process. The children:

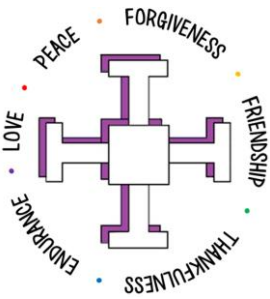
- will be listened to and their views valued
- will be involved in the review process to discuss their progress and future provision
- will have views recorded as part of any review procedures.

Partnership with other agencies

Christ Church CE Primary School aims to work with other agencies in order to provide integrated support based on the needs of the child. Co-operation between the school, Local Authority providers, the Health Services, Social Services, etc is vital to achieve and secure the most effective assessment, intervention and deployment of resources for a child with SEND.

Statutory and non-statutory external agencies include:

- Educational Psychologists
- Imagine Inclusion
- Play Therapist (Walsall Play Therapy)
- Reflexions (NHS)
- Speech and Language Therapists
- North Star Inclusion and Advisory Service (NIAT)
- School Health Service
- Educational Welfare Officer
- Early Years SEND Team



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- Social Services
- CAMHS
- Occupational Therapists
- Physiotherapists
- Specialist Teachers and Support Services (Visual Impaired and Hearing Impaired Services)

Staff Development

All Christ Church staff are trained in a variety of approaches, which means that they are able to adapt learning to a range of SEND: specific learning difficulties (including dyslexia); Autism; Speech, Language and communication needs; and behavioural, social and emotional difficulties. Training needs are identified and where appropriate outside agencies are used to deliver staff INSET.

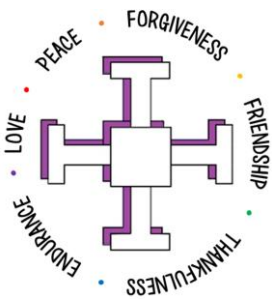
At Christ Church CE, a dyslexia friendly approach is followed within our offer of quality first teaching.

Pupils with medical needs

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.

Children with medical needs will be provided with a detailed Health Care Plan, compiled by the school, with parents/carers, the child and in consultation and following advice from medical professionals.

Medicine should be brought into school with the child's name, the dosage and times of the dosage clearly marked on. All medicine is signed into the office.



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Admissions Arrangements

The school has adopted the criteria set out in the Local Authority'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 SEND.

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 will attempt 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.

The Information Advice and Support Service (SEND) can offer advice and support to parents of pupils with special educational needs or disabilities. Their telephone number is 01922 652860.

Written by: Mrs Shelley Till and Mrs Rebecca MacDonald

Date: December 2024

Date for review: December 2026

Signed – Chair of Governors:

Signed – Head Teacher: