



Every day a
learning adventure

Christ Church (Hanham) CEVC Primary School Special Educational Needs and Disability (SEND) Policy

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010 : advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- Schools SEN Information Report Regulations (2014)

This policy was developed through consultation with governors, teaching staff and parent/carers of pupils with SEND and is reviewed annually.

1. Introduction

1.1 Christ Church values the individual abilities and achievements of all its pupils, and is committed to supporting each child to reach their full potential. Our success as a learning community is based on the core principle that every child matters and that learning should match their personal needs, barriers and aptitudes. We believe in delivering an inclusive, broad and balanced curriculum for all children in partnership with all members of the school community.

1.2 We endeavour for our school to provide fully inclusive teaching, with every teacher as a teacher of every child, including those with Special Educational Needs and Disabilities (SEND). As such, we adopt a 'whole school approach' to additional needs which involves all the staff adhering to a model of good practice. The staff and governors are aware of the importance of identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to the policy, in line with that of the Local Authority. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

1.3 The Governing Body believes that the admissions criteria should not discriminate against pupils with barriers to learning. All pupils are welcome, including those with SEND.

2. Roles and Responsibilities.

2.1 The 'responsible person' for SEND is Mrs Sheila Richards, SEND Governor. The person co-ordinating the day to day provision of education for pupils with special educational needs is Miss Gemma Sharland, Special Educational Needs Coordinator (SENCo). The advocate for SEND on the Senior Leadership Team is Mrs Emily Sophocli, Deputy Headteacher.

2.2 Our SEND Governor, Mrs Sheila Richards, offers support and challenge to our SENCO. They meet at least three times a year to discuss strategic changes and developments. The SEND Governor and SENCo report changes to the Full Governing Body regularly.

2.3 Our SENCo is Miss Gemma Sharland, she can be contacted via the main office on 01454 867145. Miss Sharland is due to complete the National Award for Special Educational Needs Coordination (NASENCo) in October 2019.

2.4 The key responsibilities of the SENCo may include:

- Overseeing the day-to-day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Liaising with parents of pupils with SEND
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- Being a key point of contact with external agencies, especially the local authority and its support services
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- Ensuring that the school keeps the records of all pupils with SEN up to date

2.5 Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. With guidance and support from the SENCo, class teachers are responsible for ensuring that the pupils in their class have their needs understood and receive the correct support for these needs.

2.6 All Teaching Assistants have a line manager (SENCo/Phase Leaders) and access appropriate training and Performance Management. Their role is to ensure that, under the guidance of the class teacher, they are enhancing learning opportunities for pupils through strategies such as modelling, feedback and promoting independence.

2.7 Additional roles :

- Designated Teacher with responsibility for Safeguarding- Mrs Emily Sophocli, Deputy Headteacher
- Designated Teacher with responsibility for Pupil Premium Grant and Looked After Children- Mrs Emily Sophocli, Deputy Headteacher
- Designated member of staff responsible for managing the medical needs of pupils- Miss Gerry Fitzgerald
- Pupil Mentor and Family Liaison Worker - Mrs Nicky Donnithorne

3. Aims of Our School

3.1 We aim to ensure that the needs of pupils with SEND are accurately identified and effectively met so that all pupils are able to achieve and develop well, both as individuals and as members of the community. We endeavour to raise the aspirations of and expectations for all pupils with SEND, with a focus on achieving positive outcomes for children through early identification of needs, differentiation

in order to provide access to a broad and balanced curriculum and close partnership with parents/carers and pupils.

3.2 Additionally, we aim to ensure that pupils with SEND take as full a part as possible in all school activities together with pupils who do not have special educational needs, so far as that is reasonably practical and compatible with the pupil receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources

3.3 The Governing Body and teaching staff will do their best to ensure that the necessary provision is made for any pupil who has special educational needs and ensure that, where the head teacher or the SEND governor has been informed by the SENCo that a pupil has special educational needs, those needs will be made known to all who are likely to teach and work with them.

3.4 The Headteacher will report annually to governors on the policy and effectiveness of the school's work for pupils with special educational needs and disabilities.

3.5 In implementing this policy, we believe pupils will be helped to overcome their difficulties. Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents/carers, teachers and pupils working together.

3.6 The aims will be achieved through the following objectives.

Objectives

- To identify and provide for pupils with SEND at earliest opportunity
- To work within the guidance provided in the SEND 0-25 Code of Practice, 2015
- To operate a 'whole pupil, whole school' approach to the management and provision of SEND, within a whole-school inclusive ethos
- To provide a SENCo who will ensure the day-to-day operation of this policy
- To provide support, training and advice for all staff working with pupils who have SEND to ensure every teacher is confident in providing their responsibilities for children with SEND
- To listen to and act upon pupils views about how to best support them
- To develop effective partnerships with parents and carers of pupils with SEND
- To liaise effectively with external agencies

4. Identification of Special Educational Needs

4.1 All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCo, will ensure that those pupils requiring different or additional support are identified at an early stage. Early identification of pupils with barriers to learning is a priority. The school will use appropriate screening and assessment tools. On entry to the school, each child's attainment will be assessed in the areas of the Early Learning Goals. This will help to inform the school of a child's aptitudes, abilities, and attainments, and will be used to improve continuity in learning. The records provided help the school to design appropriately differentiated learning programmes. Identification of children with special educational needs will be undertaken by all staff with support from the SENCo, who will maintain the appropriate records. There will be a process of continuous assessment by the class teacher. Assessments allow the pupil

to show what they know, understand and can do, as well as to identify any learning difficulties. Where necessary, pupils may be referred to the SENCo for further diagnostic testing to construct a profile of the child's strengths and weaknesses.

4.2 A child has SEND if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

4.3 Special educational provision is that additional to, or different from, the educational provision made generally for children of the same age in mainstream schools.

4.4 Within the Code of Practice there are four broad categories of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

These four broad areas give an overview of the range of needs that should be planned for within school. The purpose of identification is to work out what action the school needs to take rather than to categorise a child. We identify the needs of pupils by considering the needs of the whole child, not just SEND.

4.5 For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. At Christ Church, all teachers are alert to emerging difficulties and are ready to respond early. Parents know their children best and teachers listen and understand when parents express concern about their child's development. Similarly, teachers listen to concerns raised by the children themselves.

4.6 Slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a child being recorded as having SEND. We recognise that the following may affect a child but may not be a special educational need:

- A disability which does not affect a pupil's ability to learn
- Attendance and punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in receipt of the Pupil Premium Grant
- Being a Looked After Child (LAC)
- Being a child of service men/women

Pupils will only be identified as SEND if they do not make adequate progress over time once they have had interventions/adjustments and differentiation through quality first teaching. Christ Church will have due regard for the Special Needs Code of Practice

when carrying out our duties towards all pupils with special educational needs, and ensure that parents/ carers are notified when SEND provision is being made for their child.

5. A Graduated Approach to SEN Support

5.1 Teaching SEND pupils is a whole-school responsibility. The core of the teachers' work involves a continuous cycle of planning, teaching and assessing, taking into account the differences in pupils' abilities, aptitudes, and interests. Some pupils may need increased levels of provision and support. The Code of Practice advocates a graduated response to meeting pupils' needs; Assess, Plan, Do and Review which we follow at Christ Church.

5.2 Assess

- The decision to make SEND provision involves the teacher and SENCo giving consideration to all the information gathered from within the school over time about the pupil's progress through high quality and accurate formative assessment alongside national data and expectations of progress.
- The class teacher and the SENCo together carry out a clear analysis of the pupil's needs, drawing on the teacher's assessment and experience of the pupil alongside noting what has been tried so far.
- Parent/carers and pupil concerns will be listened to and recorded.
- Assessment will be reviewed regularly to ensure support and intervention are matched to need and barriers to learning are identified and overcome.
- External professionals may help inform assessments for some pupils.

5.3 Plan

- The identification and clear understanding of a child's needs is critical to planning effective strategies, creating appropriate provision and making adjustments to teaching
- If the school decides, after consultation with parents/ carers, that a pupil requires additional support to make progress, the class teacher, in collaboration with the SENCo, the pupil and parents/carers, will plan that support and form a SEN Support plan. This will include setting targets to move learning forwards and discussing strategies and additional provisions which will be put in place.
- The class teacher has the responsibility to ensure that the pupil's needs are planned for and that targets and outcomes are aspirational and achievable.
- Additional or different provision will be targeted at the areas of need and gaps in learning that have been identified and selected to meet the outcomes identified for the pupil.
- All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and the teaching strategies/approaches required.

5.4 Do

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.
- Class teachers are responsible for working with the pupil on a daily basis and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff/outside agencies.

- The SENCo supports the teacher in problem solving and advising on effective implementation of support and next steps, with an overview of the additional support provided for each pupil.
- Targeted special educational provision will be put in place for set periods of time and will be reviewed regularly.

5.5 Review

- Teachers continually review the progress of all pupils on a daily basis, through marking and feedback. They reflect and make necessary adaptations to teaching and learning approaches and provision
- Class teachers are responsible for assessing the impact of additional support and/or targeted interventions, including where additional support has been provided by another adult
- Progress to meeting planned outcomes for SEND pupils is tracked and reviewed regularly through pupils' SEN Support Plans. The teacher, parents/carers and possibly the SENCo/pupils if appropriate will meet, at least three times a year, to evaluate the success of teaching and learning in class as well as the impact of targeted provision on the pupil's progress and wider development
- The teacher and SENCo will revise the support in the light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with parents/carers and pupil
- For pupils identified with higher levels of need, appropriate external agencies and professionals are invited to become involved and to provide guidance
- If progress is still not achieved despite interventions at the SEN Support stage and the involvement of agencies, the child may be assessed, bearing in mind the Local Authority guidance, with a view to initiating a Statutory Assessment of Special Educational Needs. The appropriate forms will be used for recording and referral as necessary, in full consultation with parents.

6 Managing pupils' needs on the SEN Register

6.1 The school keeps a SEND Register, which has two categories: SEN Support and EHC Plans. The SENCo is responsible for keeping the register up to date. When pupils are identified as having SEND, the school will intervene to remove barriers to learning and put effective special educational provision in place. Pupils are placed on the SEND Register, as SEN Support, after quality first teaching and any initial adjustments/interventions have not aided their progress. Parents/carers are kept fully informed of any specialist provisions provided for their child and the parent/child can raise a cause for concern which the class teacher/SENCo will proceed to investigate.

6.2 The school will record the steps taken to meet pupils' individual needs as detailed on the SEND Register. The SENCO will maintain these records and ensure access to them:

- All pupils identified on the SEND register will have a Pupil Passport. This is written by them and outlines their views of their strengths and areas of weakness. These will be shared with relevant staff and parents.
- The majority of pupils on the SEND register will have an 'Assess, Plan, Do, Review' SEN Support Plan, which records their targets and progress towards them as well as strategies, resources and provisions in place for each child. For a minority of pupils on the SEND Register, a behaviour plan or record of needs and strategies is more appropriate, and this will replace the SEN Support Plan.

- Additional out of class interventions will be recorded, tracked and reviewed on Provision Maps. Progress from these interventions are carefully monitored by the SENCo and adjustments are made to ensure effective provision.
- All pupils on the SEND register have a SEND Profile which outlines their needs, strengths, strategies which work well and strategies which don't work well, as well as a chronological record of events. SEND Profiles are made available for all staff working with the child.
- Continuous monitoring is achieved through the review process of Provision Mapping and termly pupil progress meetings with class teachers and the SENCo.

6.3 Progress is the crucial factor in determining the need for further additional support. The SENCo monitors progress through: Reviews from the personal targets set on individual SEN Support plans, reviews of additional provisions, review of internal assessment information, classroom observations, discussions at pupil progress meetings, discussions with staff and pupils, additional diagnostic assessments, Annual Reviews of EHC Plans and agency reports.

6.4 SEN Support is characterised by a sustained level of support and, where required, the involvement of external services. The SENCo, with consent from parents/carers, will complete referral documentation to access external support services. These services will advise on provision and provide specialist input to the support process. Agency involvement will usually be triggered through continued concern, supplemented by evidence that, despite receiving differentiated teaching and a sustained level of special educational support, a pupil has still not made progress over time.

6.5 The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention over time within SEN Support, the child's progress remains a significant cause for concern. A Statutory Assessment might also be requested by a parent/ carer or outside agency.

6.6 An Education, Health and Care Plan will normally be provided where, after a Statutory Assessment, the LA considers the child requires provision beyond that which the school can offer. However, the school recognises that a request for a Statutory Assessment does not inevitably lead to an EHC Plan. EHC Plans must be reviewed annually. The SENCo will organise these reviews and invite parents/carers and all agencies involved. The aim of the review will be to: assess the pupil's progress, review the provision made for the pupil, consider the appropriateness of the existing plan and set new targets for the coming year.

6.7 The criteria for exiting the SEND Register are that the pupil has made appropriate and sustained progress according to targeted outcomes and no longer meets the definition of SEND as outlined above. Monitoring of future progress, however, will be vigorous.

7 How we work in partnership with pupils and families

7.1 Christ Church firmly believes in developing a strong partnership with parents/carers and believes that this will help enable children with barriers to learning to achieve their full potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership.

7.2 All children should be involved in making decisions where possible right from the start of their education. Confident children, who know that their opinions will be valued and who can practise making choices, will be more secure and effective pupils during their school years. We strongly appreciate the value of pupil voice, and consult pupils regularly about their support.

7.3 The following provide further information and support for parents/carers:

- LA Local Offer on www.southglos.gov.uk/health-and-social-care/local-offer/
- School SEND Information Report on school website
- Family Liaison Worker- Mrs Nicky Donnithorne
- Supportive Parents on www.supportiveparents.org.uk
- External agencies - the school recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND pupils and the advice and support that they offer to parents/carers

8 Training and Resources

8.1 All schools in South Gloucestershire receive funding for pupils with SEND from the LA. Details of how resources are allocated to and amongst pupils with SEN are presented to the Governors.

8.2 Christ Church regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND.

8.3 All staff are encouraged to attend courses to acquire the skills needed to work with pupils with learning difficulties. Part of the SENCo's role is to develop awareness of resources and practical teaching procedures for use with SEND pupils. The Governing Body will undertake a similar review of training needs.

8.4 All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCo to explain the systems and structures in place for SEND provision and practice and to discuss the needs of individual pupils.

8.5 The school uses agencies such as Educational Psychology Service, Speech and Language Therapy Service and the School Nursing Service to provide advice and training.

8.6 The school has a Nasen membership (National Association for Special Educational Needs) which provides up to date information, advice and on-line training opportunities.

9 Monitoring and Evaluation of SEND

9.1 The school policy will be kept under review. The evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. The Governors will produce an 'Annual Report to Parents' which will include the outcomes of SEND provision. The governors will gauge the success of the policy through the monitoring and evidence gathered by the SENCo, Senior Leadership Team and SEN Governor:

- Staff awareness of individual pupil need

- Success of the identification process at an early stage
- Academic progress of pupils with special educational needs through analysis of pupil tracking data
- Success in meeting targets
- Monitoring of classroom practice
- Improved behaviour of the children, where this is appropriate
- The increase in the level of inclusion achieved within the school setting
- The number of children participating in home/school schemes e.g. reading schemes
- Pupil attendance
- Number of exclusions
- Number of children supported by the funding allocation for non-EHCP special educational needs
- Consultation with parents
- Pupil Voice
- Number of pupils moving between stages and exiting the Register
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEN Code of Practice 2015.
- School self-evaluation and the School Development Plan/Inclusion Development Plan

10 Storing and Managing Information

Please refer to the Data Protection Policy and the Confidentiality Policy.

11 Reviewing the Policy

The SEN Policy will be reviewed at least annually by Miss Gemma Sharland, SENCo, in consultation with the school SEN Governor and, where appropriate, parents/carers/pupils.

12 Accessibility

12.1 In line with the Equality Act 2010, Christ Church has an Accessibility Policy- available on the school website. The school buildings and grounds are monitored to ensure accessibility for all children and their families. The governors regularly review the accessibility plan and implement any improvements.

12.2 Christ Church strives to identify barriers to learning and to remove these as far as is possible. The school seeks to promote access for disabled pupils to the school curriculum and to after school clubs, leisure, cultural activities and school visits. There is a range of resources available for use by pupils to access learning in lessons, such as ICT, seat wedges, writing slopes, pencil grips and different height chairs and tables.

12.3 The physical environment of the school has been adapted to allow disabled access: ramps to the main outside doors and outside classrooms, disabled toilet facilities in the main building and outside classrooms and ground floor classroom arrangements are made for pupils with mobility difficulties.

12.4 Parents/carers can contact key staff through initial contact with the school office or through class teachers.

13 Dealing with Complaints

13.1 The school's complaints' procedure is on the school website.

13.2 The SEN Code of Practice outlines additional measures that the LA must set up for preventing and resolving disagreements. These will be explained to parents/carers if required.

14 Appendices/ Useful websites

SEN Code of Practice 2015- on www.gov.uk/government/publications/send-code-of-practice-0-to-25

SEND: Guide for parents and carers - on www.gov.uk/government/publications/send-guide-for-parents-and-carers

South Gloucestershire Local offer- on www.southglos.gov.uk/health-and-social-care/local-offer

Christ Church SEND Information Report –on www.christchurchhanhamprimaryschool.co.uk

School policies on the school website:

Anti-Bullying

Equality Opportunities

Accessibility

Disability Equality

Medical Needs

Child Protection-Safeguarding Policy

Confidentiality Policy

Complaints' Procedure

Inclusion Policy

Nicky Donnithorne, Family Liaison Worker – Contact via School Office

Supportive Parents- on www.supportiveparents.com

Signed *Gemma Sharland*

Dated 24.09.19

Review Date September 2020

Christ Church C.E. Primary School Inclusion Policy.

1. We aim to provide a stimulating learning environment across the whole curriculum which maximises individual potential and ensures that pupils of all ability levels are well equipped to meet the challenges of education, work and life.

2. We aim to be an inclusive school and offer equality of opportunity to all groups of pupils within the school. These groups include:

- Boys and girls
- Pupils from minority faiths, ethnicities, travellers, asylum seekers, refugees
- Pupils who have English as an additional language
- Pupils who have Special Educational Needs
- Pupils who are Gifted and Talented
- Pupils who are Looked After children
- Pupils who are at risk of disaffection or exclusion, young carers, sick children, children from families under stress

Details regarding these groups are found in the relevant policies.

3. We aim to provide a differentiated curriculum that meets the needs of all pupils, individuals and groups by:

- Setting suitable learning challenges
- Responding to pupils' diverse learning needs
- Overcoming potential barriers to learning and assessment

4. We aim to provide a happy, healthy and safe school by:

- Recognising, reflecting and celebrating the skills, talents, contributions and diversity of all our pupils
- Providing high quality pastoral care, support and guidance
- Safeguarding the health, safety and welfare of pupils
- Listening and responding to the concerns of children and parents
- Taking care to balance the needs of all members of the school community

5. We secure inclusive education for our pupils by reviewing and evaluating what is done and consider :

- Does each pupil achieve as much as they can?
- Are there differences in the achievements of different groups of pupils?
- What is in place for pupils who are not achieving their potential?
- Are our actions effective?
- Are all our pupils happy to be in school?

6. Conclusion

6.1 All members of our school community are valued and are offered wide ranging opportunities to enable enjoyment and high standards of achievement.

All policies within the school support inclusion and are reflected in school development planning.

6.2 The practice within school reflects our inclusive ethos from individual lesson planning responding to pupil diversity, to material resources being used to support learning and participation for all in all aspects of school life, such as school trips.

Signed *Gemma Sharland* -

Dated 24.09.19

Review Date September 2020