

# Christ Church CoE Primary School

## School Policy Document



### Special Educational Needs & Disabilities (SEND) POLICY

<b>Date Written by SLT</b>	May 2023 (for Sept 2023)
Date Approved by Full Governing Body	July 2023
<b>Date of Next Review</b>	Summer 2024



# **Special Educational Needs & Disabilities Policy**

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**Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.**

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they 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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long term effect on the individual's ability to carry out normal day to day activities.

More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

One significant change arising from SEND reforms is that '*Statements of Special Educational Needs*', for those children with the most complex needs, have now been replaced with a new *Education, Health and Care Plan* (EHCP). These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Nottinghamshire's SEND Local Offer website:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need.

The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

## OUR MISSION STATEMENT:

**LOVE:** As a school community, we are learning and growing together in **FAITH, HOPE & LOVE.**

**ENRICHMENT:** We want our pupils to experience **LIFE IN ALL ITS FULLNESS** and to achieve **DEEP PERSONAL GROWTH.**

**ASPIRATION:** We support our children to **DISCOVER THEIR POTENTIAL**, go **BEYOND EXPECTATION** and to **SHINE** in all they do.

Christ Church CoE Primary School values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning.

- We foster a **caring supportive environment** based on Christian values that is conducive to learning and development for all within the school community.
- We are an **inclusive** community in which members are encouraged to live and work harmoniously, regardless of their ability, age, gender, sexual orientation, ethnic, religious, cultural or social background.
- Our **broad, balanced curriculum** meets the needs of all pupils and promotes their spiritual, moral, cultural, social, intellectual and physical development.

## 1. Aims & Objectives

We aim to provide every child with access to a broad and balanced education; this includes the National Curriculum in line with the *Special Educational Needs Code of Practice*. We strive to ensure that all children, regardless of any barriers to learning, achieve their full potential.

Our Christian values and ethos are also intrinsic to our provision.

- We believe that every individual has an equal value and worth to God. We aim to ensure that all SEND pupils are treated with dignity and valued individually. We want all pupils to know that they have a voice and are listened to.
- We aim for everyone to take as full a part as possible in all school activities, and feel secure and supported as part of our learning community.

### SEND Objectives:

- **Identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health & care services [and feeding schools or early years settings – where applicable] prior to the child's entry into the school.
- **Monitor the progress of all pupils** in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENDCo and Head Teacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- **Work with parents** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress.
- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone.
- **Create a school environment where pupils feel safe to voice their opinions of their own needs.** Children are given opportunities to give their views and talk about their experiences in school. Children will be encouraged to participate in all aspects of school life.

## 2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Mrs Alison Richardson (Head Teacher).
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Mrs Lindsey Burn (SENDCo) and Mrs Harriet Jackson (Assistant Headteacher & Pastoral Lead).

The school also has the support of specialist staff. These are visiting professionals including: Early Years Support, Schools and Family Specialist Service, Speech Therapists and Occupational therapists.

## 3. Arrangements for coordinating SEND provision

The SENDCo will hold details of all SEND Support records (such as provision maps and Individual Pupil Support Plans) and monitor targets and progress for individual pupils.

### All school staff can access:

- The School SEND Policy
- A copy of the full SEND Register
- Guidance on identification in the Code of Practice
- Information on individual pupils' special educational needs and disabilities
- Practical advice, teaching strategies and information about types of special educational needs and disabilities
- Information on the secure school IT system (e.g. regarding individual pupils)
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

This information is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## 4. Admission Arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## 5. Specialist SEND Provision

Christ Church CoE Primary School keeps a SEND register and a Concern / Class Action List (e.g. children who need to be monitored). These lists are reviewed regularly and include children with difficulties or barriers to learning in the areas of: Cognition and Learning, Communication and Interaction, Social and Emotional Health as well as those with Sensory, Physical and Medical needs.

Our SENDCo specialises in SEND provision and support, but **all staff support children with SEND**. We also have a fully trained ELSA (Emotional Literacy Support Assistant).

We are committed to whole school inclusion. For more information on our provision for inclusion including our involvement in specialist programmes to aid inclusion see section 10.

## 6. Facilities for pupils with SEND

We are committed to whole school inclusion and make reasonable adjustments when relevant and necessary, to meet the needs of our SEND children. Please refer to our current Accessibility Plan.

## 7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to their basic entitlement, plus £6000 from the notional budget. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to - and moderated by - the local Family of Schools. For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. Where there is a particularly high level of need, the school SENDCo and Family SENDCo will refer individual applications to a multi-agency panel which is administered by the Local Authority, and which will determine whether the level and complexity of need meets the threshold for this funding. The school Leadership Team (including the SENDCo) prioritises pupil needs and allocates appropriate staffing and resources to meet the needs.

## 8. Identification of pupils needs

### Identification

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others 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 others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition 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.

Disability is a term defined under the Equality Act 2010 as a physical or mental impairment which has a substantial adverse long term effect on the individual's ability to carry out normal day to day activities.

### A Graduated Approach

#### **Quality First Teaching: High Quality Teaching for All**

- Any pupils who are falling *significantly* outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCo will be consulted, as needed, for support and advice; they may wish to observe the pupil in class.
- It can then be determined what level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND list they may also fall into this category, as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is formally recorded by the school as being under observation due to concern by parent or teacher, but this does not place the child on the SEND register. It is recorded by the school as an aid to further progression and for future reference. Parents are given this information.
- Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

### ***SEND Support***

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the child will move on to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- ASSESS
- PLAN
- DO
- REVIEW

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

### ***ASSESS***

This involves clearly analysing the pupil's needs using the teacher's assessment and experience of working with the pupil; details of previous progress and attainment; comparisons with peers and national data; as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

### ***PLAN***

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

### ***DO***

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class /subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

### ***REVIEW***

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

### ***Referral for an Education, Health and Care Plan***

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent in liaison with the school. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review.

The application for an Education Health Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from Education, Health and Social Care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

[www.nottinghamshire.sendlocaloffer.org.uk](http://www.nottinghamshire.sendlocaloffer.org.uk)

or by speaking to an Education, Health and Care Plan Co-ordinator on:

**0115 9774012 or 0115 9773323**

or by contacting the Parent Partnership Service on:

**0115 948 2888**

### ***Education, Health and Care Plans [EHC Plan]***

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

## **9. Access to the curriculum, information & associated services**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the child's parents for other flexible arrangements to be made.

Provision maps are put in place each term. They are reviewed by staff when progress is reviewed and the next step for provision decided.



- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Any decision to provide group teaching outside the classroom will involve the SENDCo in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

## **10. Inclusion of pupils with SEND**

The SENDCo oversees the school policy for equal opportunity and inclusion and is responsible for ensuring that they are implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Head Teacher together with the SENDCo and wider staff to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit and the Multi-Agency Safeguarding Hub.

## **11. Evaluating the success of provision**

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year.

Parents have the opportunity to give formal feedback through the annual stakeholder survey, provision review and at SEND review meetings. They are also encouraged to give informal feedback at any time by speaking to a member of staff.

Pupils take part in an annual survey and may also be interviewed by the SENDCo and / or the SEND Link Governor.

Success of our SEND provision is evaluated by use of a provision management approach. SEND provision is mapped and the monitoring, review and evaluation of interventions used to support pupils. Information from provision management is used to identify how effective interventions are in enabling pupils to achieve academic and wider outcomes.

Pupil progress is monitored on a termly basis in line with the SEND Code of Practice. The SENCo / Head Teacher will inform the SEND Governor, who reports back to the Pupils & Curriculum Committee and who will update the Governing Body at least annually.

Evidence collected will help inform school development and improvement planning.

## **12. Complaints procedure**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENDCo or Head Teacher who will be able to advise on formal procedures for complaint if the parent / carer feels that this is still necessary.

### **13. In service training (CPD)**

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

We recognise the need to train *all* our staff on SEND issues. The SENDCo, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

### **14. Links to support services**

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and to aid school inclusion. Contact is made to relevant services when identified.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo, and class teacher who will then inform the child's parents.

### **15. Working in partnerships with parents**

Christ Church CoE Primary School believes that a close working relationship with parents is vital in order to ensure:

- early and accurate identification and assessment of SEND leading to the correct intervention and provision
- continuing social and academic progress of children with SEND
- personal and academic targets are set and met effectively

Parents can make an appointment to talk to the class teacher or SENDCo at any time if they have a particular concern about their child and/or the provision being made for their child.

Parents are kept up to date with their child's progress through termly reviews, parent's evenings, and reports at the end of the year.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

The school's SEND governor may also be contacted in relation to SEND matters.

### **16. Links with other schools**

The school is a member of *The Newark Family of Schools*. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

### **Transition**

On leaving our school, the SENDCo will liaise with the SENDCo at the new school to devise an appropriate transition plan for pupils with SEND. The SENDCo will pass on all information to the receiving school and invite the SENDCo and other relevant staff (e.g. TA) to final reviews to meet with the parents.

## **17. Links with other agencies and voluntary organisations**

Christ Church invites and seeks advice / support from external agencies in the identification and assessment of and provision for pupils who may have SEND.

The SENDCo and/or headteacher are responsible for liaising with the following:

- Newark Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.

*This policy will be reviewed annually during the Summer Term ready for the start of the new academic year in September.*