

**Christ Church (Church of England) Infant
School and Nursery
and
Christ Church (Church of England) Junior
School**



“Working together to build a strong foundation through faith and learning.”

Special Educational Needs (SEND) Policy

Reviewed: July 2022

Approved by Governors:

MISSION STATEMENT

“Working together to build a strong foundation through Faith and learning.”

Christ Church (Church of England) Schools aims to provide within a Christian Foundation the highest standards of education and care.

We recognise and celebrate the limitless potential of all our young children and seek to maximise their natural enjoyment of and enthusiasm for learning.

BACKGROUND

Christ Church (Church of England) Schools have agreed this policy in conjunction with the DFES Special Educational Needs and Disability Code of Practice 0-25 yrs (2014).

STATEMENT OF INTENT

Christ Church endeavours to meet the diverse needs of its pupils to ensure inclusion for all. We aspire for each child to achieve their best. All of our pupils are entitled to a broad, balanced curriculum, delivered in a relevant and differentiated manner, enabling progression and continuity to be experienced. Our aim is to develop each child emotionally, physically, intellectually, spirituality and socially so that all are able to reach their individual goals and are prepared for the next stage in their learning journey.

DEFINITION

For the purposes of this policy we have used the term Special Educational Needs and Disability as defined by the DFES Special Educational Needs and Disability Code of Practice

A child has special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Pupils have a learning difficulty if they:

- (a) have a significantly greater difficulty in learning than the majority of pupils of the same age; or
- (b) have a disability which prevents or hinders the child from making use of educational facilities of a kind generally provided for pupils of the same age in school 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.

Special educational provision means:

- (a) for pupils of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for pupils of their age in schools maintained by the City Council, other than special schools, in the area
- (b) for pupils under two, educational provision of any kind.

AIMS

1. To identify, assess and provide for the Special Educational Needs of all pupils alongside the guidance offered in the SEND Code of Practice 0-25 yrs.

2. To provide a broad and balanced curriculum for all pupils and ensure equality of opportunity.
3. To develop an active partnership with parents including providing access to relevant information and professional guidance.
4. To ensure effective transfer of SEND information between Nursery, KS1 and KS2; and between KS2 and KS3.
5. To value each child as an individual and enable them to achieve their full potential.

OBJECTIVES

1. To identify children with SEND and to record on the Special Needs and Disabilities Register-
2. To work within the guidance provided in the SEND Code of Practice (DfE, 2014).
3. To monitor the progress of all learners, identifying needs as soon as they arise and providing support as early as possible.
4. To complete relevant documentation to record concerns, targets and progress.
5. To communicate concerns, targets and progress with parents, SENDCO and external agencies as appropriate.
6. To work collaboratively with school based support staff and those from external agencies.
7. To have high expectations of pupils' progress and set realistic but challenging targets by way of an Individual Education Plan (IEP)/ Target, Monitoring Evaluation(TME) or Education, Health and Care Plan (EHCP).
8. To provide relevant support within the classroom context where possible.
9. To ensure the availability of appropriate resources.
10. To carry out regular reviews of children's progress, through termly IEP reviews, TAC meetings and pupil progress meetings.
11. To develop an active partnership with parents, including providing access to relevant information and professional guidance.
12. To maintain the high profile of SEND through inclusion in the School Improvement Plan and to address staff development needs in this area when appropriate.

ROLES AND RESPONSIBILITIES

The following roles and responsibilities are quoted from the DFES SEND Code of Practice (2014)

- (6.36) 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.

- (6.4) School leaders and teaching staff, including the SENDCO, should identify any patterns in the identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching.
- In Christ Church (Church of England) Schools, the class teacher has overall responsibility. He or she should inform or seek advice from the SENDCO and consult the child's parents. The teacher may also inform the Head of School and Executive Headteacher.

The child's teacher will;

- Follow the procedures of identifying, assessing and making provision for pupils with SEND as stated in the 0-25 SEND Code of Practice 2014
- Make regular assessments of progress for all pupils and identify pupils making less than expected progress given their age and individual circumstances (6.17)
- Provide high quality teaching targeted at the child's area of weakness and work with the SLT & SENDCO to assess whether the child has SEND (6.19)
- Informally gather evidence and put in place extra teaching or other rigorous interventions designed to secure better progress (6.19)
- Identify the child's area of need – communication & interaction, cognition & learning, social, emotional, mental health difficulties or sensory/ physical needs using guidance in SEND CofP 2014 (6.28)
- Share pupils' IEP targets with teaching assistants and advise them of suitable activities to work on with SEND pupils
- Monitor and review the child's progress, ensuring that additional/different provision is having a positive impact on SEND pupils' progress.
- Liaise with the child's parents
- Have high expectations and ambitions for SEND pupils.

The SENDCO will;

- Oversee the day-to-day operation of the school's SEND policy in line with the SEND Code of Practice
- Coordinate provision for children with special educational needs and/or disabilities
- Advise on the 'Graduated Approach' to providing SEND support
- Provide professional guidance to colleagues and work closely with staff, parents and other agencies, including the LA's support and educational psychology services, health and social services and voluntary bodies
- Work with the Executive Head Teacher, Head of School and Governors to ensure the school meets its responsibilities under the Equality Act (2010)
- Ensure the school keeps SEND pupils records up to date
- Evaluate the impact of SEND Support and EHC Plan provision across the school

The Executive Head Teacher, Head of School and SLT will:

- Work closely with the SENDCO and ensure he/she has sufficient time and resources to carry out the above functions
- Monitor and review the implementation of the SEND policy
- Ensure adequate INSET arrangements for all staff
- Keep the Governing Body informed of SEND issues.

Teaching assistants will:

- Support and communicate with teachers to achieve effective teaching and learning for children with special educational needs and/or disabilities.

Governors will:

- Ensure that parents are notified that SEND provision is being made for their child
- Nominate a Governor with special responsibility for SEND
- Be aware of the number of pupils on the SEND register
- Maintain SEND issues as a “standing item” on the agenda at Governing Body meetings

Governors will have regard for the SEND Code of Practice and the LA’s Local Offer. Governors will report to parents annually on the implementation of their SEND policy.

EXTERNAL AGENCIES

External agencies will be contacted for advice and support for children with SEND. These may include:

- Educational Psychologist
- Education Welfare Officer
- School Nurse
- Special Needs Early Years Service (Infant School and Nursery only)
- Speech Therapy Service
- Specialist Learning Support
- Occupational Therapy Unit
- Sensory Inclusion Team
- IASS (formally Parent Partnership)

ADMISSIONS/ACCESS

Admissions to the school follow the LA’s Admissions Policy.

Children with specific medical conditions are provided with a care plan in consultation with parents and the school nurse.

QUALITY FIRST TEACHING: DIFFERENTIATION AND INTERVENTION

All pupils at Christ Church (Church of England) schools will have access to Quality First Teaching and a broad and balanced curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements. This will include differentiation and intervention when required.

Differentiation means teaching a pupil in ways and at levels which match their ways of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help through targeted Intervention. All members of staff are responsible for identifying pupils with special educational needs. The SENDCO will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is continually tracked. Pupils are only identified as having special educational needs if they do not make adequate progress despite receiving targeted Intervention.

Methods for Differentiation

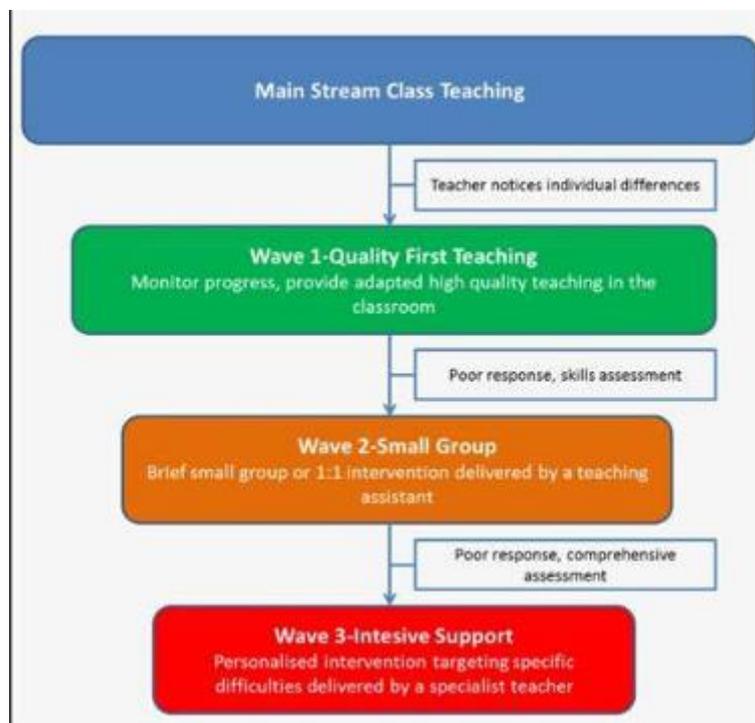
- By outcome
- By resource
- By task
- By dialogue

- By support
- By pace
- By content
- By independence/responsibility

IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS

Teachers will aim to identify pupils with special educational needs as early as possible. If teachers have concerns about aspects of a child’s learning or if there are any social, emotional or behavioural issues they will gather evidence and follow the graduated approach as set out in SEND Code of Practice, 2014. The Graduated Approach takes the form of a four-part cycle (Assess, Plan, Do, Review).

- Assess – use a range of assessment strategies to identify the specific support needs of the child.
- Plan – starting from the assessment, co-produce and share a plan, detailing the provision to be put in place.
- Do – implement the agreed provision.
- Review – monitor the child’s progress and evaluate the success and impact of the support given.



Through use of the Foundation Stage Profiles in Early Years, school tracking systems and target setting, teachers will be able to assess pupil progress on a regular basis.

In cases where pupils are not reaching their curriculum targets or Early Learning Goals, and where Intervention strategies are making a limited impact, teachers will inform the SENDCO that they wish to put the pupil in question on the SEND register.

SEND SUPPORT

Through SEND support the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENDCO. The SENDCO will gather information from the pupil, parents, class teacher and teaching assistants. The information gathered will help school to decide what help may be needed. The help will be recorded in an Individual Education Plan

(IEP). The IEP will only record that which is additional to, or different from, the differentiated curriculum and will focus on two or three individual targets that match the pupil's needs. The delivery of the interventions recorded in the Individual Education Plan continues to be the responsibility of the class teacher.

Triggers for SEND support may be:

- Slow progress over time despite differentiated learning objectives and targeted teaching or Intervention
- Persistent emotional or behavioural difficulties
- A pupil with sensory or physical problems who makes no progress despite the provision of specialist equipment
- A pupil with communication and/or interaction difficulties who continues to make little or no progress over time
- The child's progress is significantly slower than their peers starting from the same baseline
- The child's progress fails to match or better his/her previous rate of progress
- Progress fails to close the attainment gap between the child and their peers
- Progress widens the attainment gap

Evidence needed from the class teacher for SEND support includes:

- Foundation Stage profile data (in Early Years)
- Tracking and target setting information
- Observation records
- Dated samples of work related to area(s) of concern
- Attendance information
- Parental concerns and evidence discussions
- Teacher records (e.g. test scores/reading record)
- Lesson plans showing evidence of differentiated work

PUPIL PARTICIPATION

Pupils with special educational needs and/or disabilities often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like, to help them make the most of their education. They should be encouraged to participate in all the decision-making processes, including the setting of learning targets and reviewing their progress.

PARTNERSHIP WITH PARENTS

The school will always tell parents when their child is receiving help for their SEND. Partnership with parent's plays a key role in enabling pupils with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents of pupils with special educational needs and/or disabilities will be treated as partners and invited to play an active role in their child's education. The school will provide information about the Information Advice and Support Service (IASS -formerly Parent Partnership Service) to all parents of pupils with special educational needs and/or disabilities.

Parents of any pupil identified with SEND may contact the IASS for independent support and advice. The pupil's class teacher will work closely with parents at all stages in his/her education and should be the first port of call in case of any difficulty. If parents have concerns, they should first talk to the class teacher. Parents are also invited to contribute to all IEP reviews.

REVIEWS

Pupils' IEPs will be reviewed at least termly by the class teacher and SENDCO with outcomes clearly recorded. Pupils will participate fully in the review process according to their age and abilities. Parents will also be invited to participate in the target setting and review process. During the review, the following decisions need to be made:

- Have the targets been met and where is the evidence?
- Is SEND support still required?
- Should anyone else be consulted?
- Should the LA be consulted about the need to move to EHCP?
- What new targets need to be set?
- When will the next review be?

REMOVING A PUPIL FROM THE SEND REGISTER (SEND SUPPORT)

SEND Support will continue until the pupil has made sufficient progress and a joint decision between the SENDCO, teacher and parents has been made that the child no longer requires additional support in the form of an IEP. The class teacher will continue to closely monitor the progress being made by this pupil providing intervention as appropriate.

CHILDREN'S SERVICES

If the pupil does not make adequate progress receiving SEND support, the school may seek further advice and support from other specialists, e.g. Special Needs Early Year's Service, Educational Psychologist, Speech Therapist, Occupational Therapist, Outreach, Sensory Inclusion Service and Specialist Learning Support. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The advice from outside professionals will be incorporated into the Individual Education Plan and these professionals will be invited to contribute towards the monitoring and review of progress.

REQUESTS FOR STATUTORY ASSESSMENT - EDUCATION HEALTH CARE PLAN

If a pupil demonstrates significant cause for concern, the school may request a statutory assessment. Whilst the statutory assessment is being carried out, the pupil will continue to receive SEND support.

EHCP PUPILS

If a pupil presents with complex and severe needs and has made little or no progress despite support and intervention through an IEP and specialist advice and support from outside agencies, a meeting will be arranged with the SENDCO, class teacher and parents to discuss statutory assessment for an Education and Health Care Plan (EHCP).

EHCPs:

- Are a legally binding document
- Are for those with more complex needs

- Are reviewed annually
- Are clear about how services will work together to support the outcomes and meet the pupil's needs
- Provide information about personal budgets for SEND

ASSESSMENT

Pupils with SEND may have special arrangements made for assessment purposes in line with National and LA recommendations.

LINKS WITH OTHER SCHOOLS

When pupils move to another school, their records will be transferred to the next school within 15 days of the pupil ceasing to be registered, as required under the Education (Pupil Information) Regulations (2001).

Mrs Granger (SENDCO for the Infant School and Nursery) will liaise with the SENDCOs of the junior schools serving the area to ensure that effective arrangements are in place to support pupils at the time of transfer.

Miss Hancock (SENDCO for the Junior School) will liaise with the SENDCOs of local secondary schools to ensure that pupils with SEND will receive the support they need on transfer to Key Stage Three.

COMPLAINTS PROCEDURES

The school's complaints procedures are set out in the school's prospectus. Under the Special Educational Needs and Disability Regulations 2014 parents may seek advice on resolving disagreements from the LA and/or the Information Advice and Support Service. The school will make further information about this process available on request.

INCLUSION

Schools have a responsibility to provide a broad and balanced curriculum for all pupils. The National Curriculum is the starting point for planning a school curriculum that meets the specific need of the individual and group of pupils.

At Christ Church (Church of England) Schools, teachers modify the National Curriculum to set suitable learning challenges for all pupils, responding to their diverse needs and helping them to overcome potential barriers to learning. The inclusive ethos of the school encourages a sense of community and belonging. The effective learning environment in Christ Church (Church of England) Schools means that:

- The contribution of all pupils is valued
- All pupils can feel secure and are able to contribute appropriately
- Stereotypical views are challenged and pupils learn to appreciate and view positive differences in others
- Pupils learn to take responsibility for their actions and behaviours
- All forms of bullying and harassment, including racial harassment are challenged

NAMED SENDCO AND SEND GOVERNOR

SENDCO at Christ Church (Church of England) Infant School and Nursery: Mrs J Granger
Contact: jgranger@christchurchinfantschool.co.uk

SENDCO at Christ Church (Church of England) Junior School: Mrs S Hancock
Contact: shancock1@christchurchjunior.org.uk

SEND Governor for Christ Church (Church of England) Federation of Schools : Lianne Whitaker

FUNDING AND RESOURCES

Funding and resources for SEND are identified in the school budget.

SUCCESS CRITERIA

Improvement in the progress and performance of pupils with SEND will not only be measured by movement off the SEND register, but also by increased attainment of pupils who remain on the register. Their progress will be closely monitored through regular tracking of school data. Development Matters Ages and Stages, along with end of year Early Learning Goals and National Curriculum Assessments may also be used to measure the success of the SEND policy.

REFERENCES

- Special Education Needs & Disability Code of Practice 0-25 DFE 2014
- Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014