



# Christ Church CE Primary School

Respect: Endurance: Friendship

## Policy for Special Educational Needs and Inclusion

Article 24 - We have a right to learn (UNCRC)

### Part A Information regarding staff and governor roles and responsibilities and the main policy aims and objectives

#### Guiding Principles for Special Educational Needs

Christ Church CE Primary School values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all.

All pupils have the same entitlement to a broad and balanced curriculum and to participate in all aspects of school life.

The underlying principle of inclusion is central to the SEN policy. The school also has regard to part 3 of the Children and Families Act 2014 and associated regulations, Special Educational Needs and Disability Regulations 2014, the Equality Act 2010 in addressing matters related to policy, provision and practice in the field of SEN.

The school recognises requirements arising from the Code of Practice (2014) in providing a graduated response to need and additional support to those pupils identified as having SEND.

The school recognises the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.

A child has SEN if they 'have a learning difficulty or disability which calls for special educational provision to be for him or her'.

A child has a learning difficulty 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 them from making use of facilities of a kind generally provided for others of the same age in mainstream schools'.

The four areas of Special Educational Need identified in the 2014 Code of Practice are:

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

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Special Educational Provision means 'for children of two or over, educational provision which is in addition to the educational provision made generally for children of that age in schools maintained by the LEA, other than special school in the area.'

Updates regarding SEND will be included in the Annual Reports to Parents.

#### **The aims underpinning the SEN Policy:**

- To promote a whole school approach to meeting special educational needs in which all members of their school community have an understanding of their role.
- To provide additional support to those pupils deemed to have SEND, through the graduated response set out in the Code of Practice (2014).
- To foster an educational environment in which pupils with SEND feel included, valued and challenged.
- To provide a framework within which the school can monitor, review and evaluate its provision for pupils with SEND on a regular basis.

#### **Objectives underpinning the SEN Policy:**

- To identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development and ensure their individual needs are met.
- To ensure that all children with special educational needs are fully included in all activities of the school, to promote the highest levels of achievement.
- To ensure children are given appropriate support to allow every child full access to the National Curriculum in a positive framework.
- To ensure that all learners make the best possible progress, linked to all intervention strategies.
- To involve parents in developing a partnership of support, enabling them full confidence in the strategy adopted by the school.
- To co-ordinate effectively with Health, Social Care and any other outside agencies who can offer support to families
- To ensure that learners express their views and are fully involved about decisions which affect their education.
- To promote self-worth and enthusiasm, giving every child the entitlement to a sense of achievement, through a nurturing environment across the school.
- To improve and accelerate children's learning through objectives set out in the School Development Plan, and in SEND and Behaviour Reviews:
  - To improve children's reading, writing and mathematical skills through a consistent first quality teaching approach.
  - To ensure all children on the SEND register at School Support receive high quality interventions.
  - To improve the quality of teaching and IT provision of children with SEND.
  - To implement the strategies and advice given by outside agencies.
- To regularly review the policy and practical arrangements to achieve best results.

#### **Roles and Responsibilities**

- **SENCO** has the responsibility for the day to day management of all aspects of SEN provision.
- **Assistant SENCO** has the responsibility for the coordination of provision for learners with special educational needs.

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- **Governing Body** in cooperation with the Head, are responsible for the school's general policy and approach to provision for learners with special educational needs.

**The Inclusion Leader/Special Educational Needs Coordinator (SENCO):** Miss Sarah Bradbury

**The Assistant SENCO:** Miss Emma Hill

**The SEN Link Governor:** Mrs Carol Paxton

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 (SEND Code of Practice 2014 6:36).

Each class SEN file which contains the following:

- Class inclusion map
- Class provision map
- Pupil passports
- Copies of Education Health and Care (EHC) plans
- Weekly intervention registers and monitoring data
- Wave 3 checks
- Any specialist advice
- Staff Help guide
- Additional information and forms for the class teachers to fill out.

In addition to the above, Teaching Assistants working in each , have a purple file which contains the intervention recording sheets, and any pre and post intervention evidence.

**The SENCO shall:**

- Undertake the SENCO qualification within 3 years of appointment
- Monitor effectiveness of SEN interventions and provision
- Ensure all SEN policies are up to date
- Inclusion Register
- Provision Map
- Audit of Need
- Check and sign off all educational advice, cases, annual reviews
- Complete half termly reviews with staff to assess impact of interventions
- Monitor the pupil passports in line with daily/weekly provision
- Liaise with LM and HSLW and SEN Governor
- Monitor and track progress of vulnerable pupils
- Monitor and track behaviour across the school
- Monitor effectiveness of all SEN staff
- Case studies
- Advise and support staff on any SEN issues.
- Promote a Dyslexia Friendly ethos and practice across the school
- In order to fulfil the requirements of the job specification, 1 day a week shall be given for monitoring of SEN provision, and completion of administration work.
- If non-contact time is affected by staff absence the time should be paid back whenever possible.

**The Assistant SENCO shall:**

- Organise letters to parents re: SEN issues
- Liaise with external agencies
- Complete Educational advice as part of EHC applications
- Complete paperwork for annual reviews
- Complete making a case paperwork for EHC
- Ensure all pupil files are up to date
- Complete all specialist referral forms for SEND, Ed Pysch, including INSPIRE, specialist visits etc
- Be responsible for ensuring that all correspondence to parents of learners moving onto or up the SEND register is maintained and recorded appropriately
- Monitor SEN children receiving external support school support + children every 6 months using the BPVS, Salford Reading Test, the Vernon Spelling Test and the Sandwell maths test.
- Complete standardised tests for new intake pupils who demonstrate some SEND concerns
- Complete 6 monthly wave 3 checks
- Deliver Read, Write Inc support sessions for EAL pupils, Beat Dyslexia and specialised speech and language interventions
- Create own and support staff timetables, and update half termly
- To liaise with feeder schools to ensure smooth transition between key stages
- Input and record standardised score data and wave three results into excel grids

**The Classroom Teacher shall:**

- Deliver first quality teaching
- Ensure they are familiar with the requirements of the SEND pupils in their class. Use class SEN folder to find necessary information.
- Ensure parents receive a copy of current pupil passport and passport reviews
- Liaise with parents regarding pupil passport targets, and pupil passport reviews to gain their point of view and signatures
- Make sure content of pupil passports is reflected in weekly classroom practice
- Ensure that support staff carry out SEN provisions as set out on their individual timetables
- Seek advice with SENCO about the appropriateness and content of pupil passports
- Carry out any task as given by the SENCO or Assistant SENCO
- Employ a range of teaching styles: VAK
- Adopt the Growth Mindset approach to encourage all pupils to aim high
- Use Dyslexia Friendly strategies as listed in the Dyslexia Friendly policy/classroom guide
- Liaise regularly with support staff as to planning, objectives and pupil progress
- Consult the SEND help file to aid their classroom practice.
- Ensure that class SEN files are up to date with relevant documentation for current cohort, e.g. pupil passports, provision map.
- Deploy class room assistants flexibly and effectively to support SEND learners
- Review their own practice to ensure that the needs of all children are met
- Before asking the SENCo for SEN help with struggling pupils, put in place additional support to attempt to bridge any gaps in learning. When seeking advice, ensure that evidence of additional support is shown to the SENCo.
- Create case studies for specified pupils with issues

- Ensure that class cohort sheets are updated half termly to show MAT, EAL, SEN, PP, FSM groups
- Ensure that the class Inclusion Map is updated with information for any non-SEN pupils

**Learning Support Practitioner/SEN Welfare Practitioners (LSP/SENWP)/Teaching Support Assistant shall:**

- Compete the pre and post intervention data charts from the purple file
- Carry out required SEN interventions as listed on timetables, and complete the daily monitoring sheets for each session delivered
- Prepare materials for the lesson, eg record sheets for pupils to use, modified activity sheets for SEN pupils
- Help teacher to model or demonstrate skill to class
- Relay and interpret instructions; help with reading
- Encourage listening and concentration skills
- Give subject-specific key words and correct spellings
- Help pupils to write or word-process their work
- Help pupils organise their thoughts and answers
- Help an individual child with personal organisation, etc
- Check pupils' understanding by marking the work of the group they are supporting
- Help to maintain discipline (at individual and class level)
- Provide feedback to the teacher on pupil progress
- Encourage pupil participation in discussion and plenary
- Create displays, word-banks and visual timetable
- Any other task as deemed appropriate by the teacher and that is within their contractual responsibility.

Class teachers have the responsibility to implement the pupil passports of individual children in their classroom. They also have the responsibility of managing the work of Learning Support Assistants/TSAs/SEN Welfare Practitioners.

**The Head Teacher**

The Head Teacher has the responsibility for the day to day operational management of all aspects of the school's work, including SEN.

The Head teacher shall:

- Keep the Governing Body informed
- Liaise with the School's SENCO and SEND governor
- Ensure that the SENCO and teachers develop positive and constructive relationships with parents.
- Ensure that all teachers understand their own responsibilities in respect of SEN
- Ensure all statutory reviews are appropriately completed
- Monitor the performance of the SENCO

**SEN Governor**

The named Governor with responsibility for SEN shall:

- Attend termly meetings with SENCO and Headteacher so that the Governing Body is kept up to date with the day to day provision of education for SEN learners.
- Take an active part in reviewing SEND policy and practice

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- Ensure that the SEND budget is used effectively for the best outcomes for all the learners with SEND in the school
- Ensure teachers are aware of the importance of providing for learners with SEND
- Attend training and information sessions that will assist the SEND Governor in fulfilling his/her roles & responsibilities effectively

### **Admissions arrangements**

All pupils are welcome at Christ Church CE Primary School. However, if there is over subscription of places, then the school have set guidelines to follow with regard to allocation of places (please see separate admissions policy).

If a child has a statement of special educational needs (an EHC plan), and the LA has named Christ Church CE Primary School as a particularly suitable school, then that child gains priority over other children.

### **Facilities and procedures to promote Access and Accessibility**

Pupils with special educational needs will have access to a balanced and broadly based curriculum at their level, with the opportunity to join in all the activities of the school. The school is fully accessible for disabled pupils. However, classrooms may have to be adjusted to accommodate specific needs.

For any further information see the Accessibility Plan or the Disability Equality Action Plan

## **Part B**

### **Information about the school's approach to the identification, assessment and provision for all pupils with special educational needs**

The school is committed to early identification of special educational needs and adopts a graduated approach as required by the 2014 SEND Code of Practice. The levels are as follows:

- Classroom based interventions once the class teacher first identifies a needs for additional support
- SEN support (lowest level of intervention)
- SEN support with external agency involvement
- Education Health and Care plan (EHC)
- Transfer to a more specialist environment. (highest level of intervention)

A range of evidence is collected through the usual assessment and monitoring arrangements. If a class teacher is concerned about a pupil's progress, he or she will need to take the following steps: 'The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class teacher, working with the SENCO, should assess whether the child has SEN' (SEND Code of Practice 2014 Section 6.19). Classroom based interventions will need to be ongoing for at least half a term, after which time the pupil's progress will be assessed again. If no, or very little progress has been made, this suggests the learner is not making the expected progress and a consultation will take place with the SENCO, in order to decide whether additional and/or different provision is necessary. Pupils are then placed on the special educational needs register after a letter is sent to parents.

If pupils are referred to the SENCo due to persistent social, emotional or behavioural difficulties, standardised assessments of their learning will be carried out to see if there is an underlying

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learning need that is creating frustration for the child in the classroom. If a learning need transpires, appropriate classroom adjustments will be made, and permission sought from parents to add their child to the SEN register so that more specialised interventions can be put into place. If a learning need is not identified, further support regarding social, emotional and behavioural difficulties will be requested from external agencies and provision implemented as is deemed necessary.

Provision/action that is additional to or different from that available to all will be recorded in a Pupil Passport. This is written by the SENCO and Assistant SENCO, in conjunction with teachers, learning support assistants, parents and the child themselves. It may also involve consultation from outside agencies. The curriculum will be broad, balanced and suitability differentiated to meet the needs of all children on the SEN register, but some targeted work will focus on the requirements of the child themselves.

The pupil passport will set targets for the pupil and will detail:

- Short term targets set for or by child.
- Teaching strategies to be used.
- Provision to be put in place.
- What support parents can offer at home
- When the plan is to be reviewed.
- Success criteria

Pupils will contribute to their passports by explaining how and when they work well, and what aspects of their learning they want to do better with.

The pupil passport will be reviewed three times per year and outcomes will be recorded. Pupils will participate fully in the review process according to their age and abilities. Parents and children will also be invited to participate in the target-setting and review process. The school uses a programme of regularly reviewing targets and so new targets may be added or removed before a full review has taken place. This is to ensure that the learner's needs are always met.

If the school has evidence that the pupil is making insufficient progress despite significant support and intervention and school action, further advice will be sought from outside agencies. These professionals will be invited to contribute to the monitoring and review process and discuss matters with parents. At this point the children may be placed at 'School support + external' as the school have received support and advice from outside agencies.

For pupils who have a statement of SEN (an EHC plan), as well as reviews of their pupil passports, their progress and the support outlined in their statement will be reviewed annually and a report provided for the LA. When pupils are due to transfer to another phase, planning for this will be started in the year prior to the year of transfer. The SENCO or Assistant SENCO will liaise with the SENCO of the secondary school to ensure effective arrangements are in place.

Careful consideration is also given to children with SEN upon admission to the school. Upon entering school or school transfer a 'history' of the child's academic background will be sought to make the transition and admittance easier and stress free for the child.

### **Resources and Provision for pupils with SEN**

The Governors and Senior Leadership Team at the school have identified a budget for SEN which:

- provides time for the SENCO.

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- provides a team of Learning Support Practitioners who will work with children to help them achieve their targets set on their IEPs.
- is used to purchase additional equipment and resources for specific needs as identified through internal audits, or as recommended by professionals.
- Buys in SENSS and Educational Psychologist visits to school

### **Partnership with Parents and Carers**

We aim to promote co-operation with parents by:

- Ensuring all parents are made aware of the school's SEN arrangements, including opportunities for meetings between parents and SENCO.
- Acting upon concerns and issues raised by parents.
- Involving parents as soon as a concern has been raised by class teachers.
- Sharing the pupil passports with parents either at designated meetings or via the post to ensure they are fully informed of their child's performance.
- Supporting parents in their understanding of agency advice and support.
- Provide information about the Parent Partnership to all parents.
- Refer them to Mrs Birks, the Home School Link Worker, if they require additional advice or support
- Making parents aware of the support available to improve their own parenting skills to support the work done in school by encouraging them to be part of the 'Triple P – Positive Parenting Programme' or an Early Help.

### **Links with External Agencies and LA Services**

The school has arrangements for ensuring access to external support services for pupils with special educational needs. This may include liaison with specialist teachers at other school, Educational Psychology Service, Inclusion Service (including learning and sensory impairment), Social Services, Speech Therapy Service, School Nurse, Access to Learning and the Health Service. There is an exchange of information with the SENCO particularly at school based review. There is always a strong emphasis of partnership services working together to contribute to the assessment of the child and writing individual targets. A service level agreement is completed yearly with the Educational Psychology Service and Special Educational Needs Service. A copy of this is kept in school. One of the key principles of the 2014 SEND Code of Practice is to promote greater collaboration between education, health and social care.

### **Staff Training and CPD**

All teachers and learning support staff are encouraged to attend courses which are of interest and have a particular bearing on the children they support. There are regular opportunities for INSET to develop confidence and skills in working with SEND children. Individual support to new members of staff and NQT's will be given.

### **Evaluating Success.**

The success of the SEN policy and provision is evaluated through:

- Monitoring classroom practice by SENCO and head teacher.
- Analysis of pupil tracking data and test results (individuals and cohorts).
- Monitoring of vulnerable groups and their performance against national levels
- Value-added data for pupils on the SEN register.
- Governors Annual Report to Parents.
- SEN moderation process.

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- School development plan.

**Complaints Procedures.**

The child’s class teacher/SENCO/Assistant SENCO will work closely with parents and children at all stages in his/her education and should be the first port of call in case of any difficulty. For those concerns which cannot be resolved, the matter should be discussed with the head teacher.

**Revision/Review History**

Signed (Chair of Governors) \_\_\_\_\_

Signed (Head Teacher) \_\_\_\_\_

<b>Date</b>	<b>Comments</b>	<b>Review Date</b>
November 2014	Updated in line with 2014 Code of Conduct and new staff working with SEN	Autumn 2015
June 2016	some amendments made to reflect current practice,.	Autumn 2018