



Through God's love, we learn, aspire and achieve; we flourish.

# Christ Church CE Primary School and Nursery

## Special Educational Needs and Disability Policy



Through God's love, we learn, aspire and achieve; we flourish.

## Contents

Mission Statement and Aims	3
Responsibility for the Coordination of SEN Provision	4
Arrangements for Coordinating SEN Provision	4
Admission Arrangements	4
Specialist SEN Provision	4
Facilities for Pupils with SEN	5
Allocation of Resources for Pupils with SEN	5
Identification of Pupils' Needs	5
Access to the Curriculum, Information and Associated Services	8
Inclusion of Pupils with SEN	9
Evaluating the Success of Provision	9
In Service Training (CPD)	9
Links to Support Services	10
Working in Partnership with Parents	10
Appendix A	12



Through God's love, we learn, aspire and achieve; we flourish.

## **Mission Statement**

At Christ Church Church of England Primary School we are proud to provide a safe, stimulating and inclusive learning environment, where every member of our community is valued and respected.

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

We recognise that there are some children who require additional differentiated provision to enable them to have their needs met and will make provision to meet those needs either from within the resources available within the school or with the support of specialist support services. We will take the views of the child into account and will encourage co-operation between parents and school to enable each child to reach his/her potential. We are an inclusive school and all pupils will have an equal opportunity to benefit from the school's resources irrespective of their gender, ethnicity, religion, sexuality, ability or social circumstances.

## **Aims**

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.

### **This will be achieved by:**

- All staff members seeking to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- The progress of all pupils rigorously monitored in order to aid the identification of pupils with SEN.
- Continuous monitoring of those pupils with SEN by their teachers helping to ensure that they are able to reach their full potential and make progress.
- Enabling appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum.
- Working 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 SEN procedures and practices and providing regular feedback on their child's progress.
- The school working with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include:



Through God's love, we learn, aspire and achieve; we flourish.

Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service (CAMHS)

- Creating a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to share their own needs, through actively contributing to their own learning plans and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams, playground friends and school prefects (UKS2)

### **Responsibility for the coordination of SEN provision**

- The person responsible for coordinating and overseeing the provision for children with SEN is the SENCO.

### **Arrangements for coordinating SEN provision**

- The SENCO will hold details of all SEN records for individual pupils.

In addition staff can access:

- The Christ Church Church of England Primary School and Nursery SEN Policy;
- A copy of the school SEN Profile.
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Barnet's SEND Local Offer

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.

**This policy is made accessible to all staff and parents in order to aid the effective coordination of the school's SEN provision.**

### **Admission arrangements**

Please refer to the information contained in our school prospectus and school website.



Through God's love, we learn, aspire and achieve; we flourish.

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

### **Specialist SEN provision**

We are committed to whole school inclusion. In our school we support children with a range of special educational needs.

### **Facilities for Pupils with SEN**

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

### **Allocation of Resources for Pupils with SEN**

All pupils with SEND will have access to Element 1 and 2 of the school's budget. Some pupils with SEND may access additional funding.

The SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENCO, senior leadership team and governors to agree how the allocation of resources is used.

### **Identification of Pupils Needs**

The school seeks to provide a graduated approach through:

#### **Quality First Teaching**

- All teachers are expected to provide high quality differentiated lessons where qualified teachers are responsible for responding to the strengths and needs of all their pupils.
- They will provide structured and graduated responses to meeting individual needs.
- This will be provided through the *assessment, plan, do, review cycle* that is set out in the 2014 SEND Code of Practice.
- 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 any potential barriers to learning.



Through God's love, we learn, aspire and achieve; we flourish.

- The child's 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 SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class. Through this it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register 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.
- A child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discreetly discussed with parents at pre-arranged meetings.
- Parent's evening consultations are used to monitor and assess the progress being made by children.

### **SEN Support**

- Where it is determined that a pupil does have a special educational need, parents will be formally advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEN 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:
  1. Assess
  2. Plan
  3. Do
  4. Review
- This is a continuous cycle to enable the provision to be evaluated and adapted as an understanding of the needs of the pupil develops

### **Assess**

- This involves clearly analysing the pupil's needs using the class 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



Through God's love, we learn, aspire and achieve; we flourish.

concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Some of the following assessments may be relevant in helping to identify and monitor the progress of children with SEN:

- NFER Group reading test in Key Stage 2 for children on School Action
  - NMRA (New Macmillan Reading Analysis) or MIRA (Macmillan Individual Reading Analysis) tests for children on School Action Plus
  - Official SATs tests in Years 2 and 6
  - Tests in Years 3, 4 & 5
  - British Picture Vocabulary Scale to assess vocabulary
  - GL Assessment Dyslexia Screener
  - Ravens to assess underlying ability
  - Aston Index to identify specific problems
  - Summary of the Foundation Stage Profile.
- 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, SENCO 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 all support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that being employed and the outcomes that are being sought.
- As the class teacher remains responsible for working with the child on a day-to-day basis. S/he will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and



Through God's love, we learn, aspire and achieve; we flourish.

review 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 SENCO.

## Review

- Reviews of a child's progress will be made regularly. Where pupils have a learning plan these will be updated termly. 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 where necessary their parents.
- Documentation of evidence may include:
  - Ongoing regular teaching records
  - Progress against individual targets
  - Outcomes of assessment
  - Samples of work
  - Notes/ letters/ to and from parents
  - Written observations
  - School reports
  - Reports from visiting professionals
  - IEPs or learning plans
  - EYFS Profile
- The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, 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.
- 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, to planning provision and identifying resources, is required.
- The decision to make a referral for an Education, Health and Care Plan (EHC) will be taken at a progress review and will be in consultation with the School's senior leaders.
- An application for an Education, Health and Care Plans will combine information from a variety of sources including:
  - Parents
  - Teachers (where applicable, the Learning Mentor)
  - SENCO



Through God's love, we learn, aspire and achieve; we flourish.

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 not 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.barnet.gov.uk](http://www.barnet.gov.uk)

### **Access to the curriculum, information and associated services**

- Pupils with SEN will be given access to the curriculum through the specialist SEN provision provided by the school as is necessary, as far as possible, taking into account 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 SENCO will consult with the child's parents for other flexible arrangements to be made.
- Regular training and learning opportunities for staff on the subject of SEN and SEN teaching in school will be implemented. Staff members are kept up to date with information to aid the progress of all pupils including those with SEND.
- In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.
- We set appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels.

### **Inclusion of pupils with SEND**

- The Head teacher and SENCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils.
- The school will seek advice, as appropriate, around individual pupils, from external support.



Through God's love, we learn, aspire and achieve; we flourish.

### **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. This is done in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.
- Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.
- SEND provision and interventions are recorded on an individual provision map, which are updated with the SENCO. These reflect information passed on by the SENCO at the beginning of an academic year and are adapted following assessments.
- These interventions are monitored and evaluated termly by the SENCO and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.
- If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by him/her to speak to the class teacher in the first instance, who will be able to advise on formal procedures for complaint.

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

- The school subscribes to the BPSI (Barnet Partnership School Improvement) in-service training programme and the SENCO ensures that teachers, TAs and the SEN Governor are aware of the SEN element of any courses which are relevant to the needs of the school or individuals. The LA subscribes to SENJIT at the Institute of Education and the SENCO and support teacher regularly attend courses there. Where appropriate, specialist advisers from the LA or the SENCO run school based SEN training at INSET days or staff meetings. The SENCO has half termly meetings with T.A.s timetabled for Friday mornings. From time to time relevant training is given to TAs by the SENCO or other trainers

### **Links to support services**

The school has access to a variety of external agencies to support Special Needs work. The school works co-operatively with a number of specialists from different disciplines e.g.

- The school nurse
- Child Development Clinic
- Educational Welfare Officer
- Local Authority Inclusion Team



Through God's love, we learn, aspire and achieve; we flourish.

- Local Authority High Incidence Support Team
- Local Authority Specialist provision team
- EYFS Advisors
- Speech Therapists
- Occupational Therapists
- Physiotherapists
- Educational Psychology Service ( currently 5 visits per year)
- Social Services
- Child Protection Officer
- Voluntary Organisations e.g. the Autistic Society
- Child Adolescent Mental Health Service.

### **Working in partnerships with parents**

We believe that a close working relationship with parents is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- The social and academic progress of children with SEND is supported.
- Personal and academic targets are set and met effectively

The SENCO may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

### **Links with other schools**

Christ Church School liaises with other schools to ensure continuity of provision for children with SEND. This includes children moving to Christ Church from other schools or transferring from a specialist nursery in addition to children from Christ Church moving to other settings. Records are passed on promptly to other schools when children transfer. These records will include reports from external agencies and current IEPs but not notes from parents. Parents are entitled to access of any such recorded information. At Secondary transfer the SENCO may talk to SENCOs or year heads from the local Secondary Schools who usually visit Christ Church before children transfer.



Through God's love, we learn, aspire and achieve; we flourish.

Signed \_\_\_\_\_ [Name]

(Head teacher)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SENCo)

Date \_\_\_\_\_

Signed \_\_\_\_\_ [Name]

(SEND Governor)

Date \_\_\_\_\_

This policy will be reviewed annually.



Through God's love, we learn, aspire and achieve; we flourish.

## Appendix A

### **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.**

The coalition government is reforming the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) comes into force as from the 1st September 2014. A new SEN Code of Practice also accompanies this legislation.

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 The London Borough of Barnet 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.