

CHRIST CHURCH CHURCH OF ENGLAND JUNIOR SCHOOL

Christ Church CofE Junior School SEND Policy



Special Educational Needs (SEND) Policy

SENCo – Julie Holder

Email: jholder@christ-church-ramsgate.kent.sch.uk

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Special Educational Needs (SEND) Policy

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) and has been written with reference to the following guidance and documents:

- SEND Code of Practice 0 – 25 (July 2014)
- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 framework document Sept 2013
- Teachers Standards 2012

This policy should be read in conjunction with the following school policies and reports:

- **SEND Information Report to Parents – this report will answer many FAQ parents have about SEND in our school.**
- Behaviour/Discipline Policy
- Equalities Policy,
- Safeguarding Policy
- E-safety Policy
- Complaints Policy
- Medical Policy
- Accessibility Plan
- Anti bullying Policy

This policy was developed initially in October 2014 by: Katie Hickmott – SENCO.

This was in close reference to the Kent County Council Model Policy.

This was followed with a series of consultations with:

- The Senior Leadership Team – September 2014
- SEN Governor Trevor Clarke – September 2014
- Parents – November 2014
- Final submission to SLT and Governors – January 2015
- Published policy – 4.2.2015

It is reviewed annually.

Introduction

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At Christ Church Juniors we believe anything is possible! We know that children have the right to be provided with a creative, innovative and exciting education that will inspire them to become enthusiastic lifelong learners who are proud of everything they do. We want every child to excel within an inclusive environment. We keep children at the focus of everything we do and uphold the right to an education for all.

This SEN policy describes the way the staff at Christ Church Juniors meet the needs of children who experience barriers to such learning. We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional needs, environmental factors, age and maturity. We believe that at some time in their school career, many children will experience difficulties which affect their learning and we recognise that these may be short or long-term. Our role is to help children overcome these barriers when they occur.

As a caring church school we are committed to promoting and developing **the Christian values of trust, hope, friendship, forgiveness, peace and love**, reinforcing the Christian ethos of the school.

Aims

The overall aim of this policy is to improve outcomes for every child with a Special Educational Need or disability. SEND provision forms an integral part of our School Improvement Plan, enabling the following to be achieved:

- Early identification of pupils with SEND, enabling them to overcome barriers and reach their full potential.
- Ensuring successful transition at key points for SEND pupils.
- Recognising the individual nature of children's needs and offer the appropriate level of provision and support.
- Ensuring that appropriate staffing and funding is in place for SEND pupils.
- Ensuring that all members of the school community know their roles and responsibilities for children identified with SEND, including The Governing Body.
- Ensuring that parents have access to the relevant school information, including the SEND Policy and the SEND Information Report.
- Developing strong partnerships with parents and children and involving them in the assessment and decision making at each stage.
- Promoting the inclusion of all children in all school activities and in the local community.

Objectives

- To ensure that the SEN and Disability Act and relevant Codes of Practice and Guidance are implemented effectively across the school.
- To enable all children to have full access to a broad and balanced curriculum through differentiated planning appropriate to the individual's needs and abilities.
- To ensure that SEND children are catered for in the same way as all other children
- To ensure that all children with special needs have full access to all school activities.
- To ensure that the special educational needs of individual children are identified, assessed and provided for quickly.
- To provide specific provision matched to individual needs, in addition to differentiated classroom teaching, for those pupils on the SEN Register, enabling children identified with SEND to make progress in line with their peers.
- To build strong home/school communication links in order to benefit all the needs of the child.
- To ensure that parents of children with special needs are kept fully informed of their child's progress and attainment.

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A Definition of SEN

The Code of Practice defines SEN as:

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 him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

(a) Has a significantly greater difficulty in learning than the majority of others of the same age;

or

(b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2014, p 4)

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is:

'...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'

Areas of Need

The school provides support for children based on the 4 broad areas of need identified in the SEND COP, 2014, whilst also recognising that children's needs often encompass two or more of these areas:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical

Management of special needs provision - Roles & Responsibilities

The Governing Body

The SEN Governors with a responsibility for SEND are Trevor Clarke.

The appointed governor for SEND plays a vital role in ensuring that SEND stays on the governing body agenda. They must ensure every effort is made to meet the needs of pupils with SEND and monitor the practical implementation of policy, highlighting and following up any actions that need to be taken.

The Roles and Responsibilities of the Governing Body:

- Ensure that provision is made for children with special educational needs.
- Ensure that the Governing Body monitors and evaluates the success of the SEN provision.
- Have regard to the Code of Practice (2014) when carrying out these responsibilities.

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- Ensure that all governors receive relevant SEN training and information.
- Be involved in developing, monitoring and reviewing the SEN Policy, including reporting to parents.
- Ensure the designated SENCo is a qualified teacher.
- Ensure that decisions made by the school do not ‘directly or indirectly discriminate against, harass or victimise disabled children...’(COP 2014, p16).
- Ensure the school is making ‘reasonable adjustments...to ensure that disabled children are not at a substantial disadvantage compared with their peers.’ (COP, 2014, p16).
- Publish information about arrangements for the admission of disabled pupils, steps taken to ensure that disabled children are not treated less favourably than other children, facilities provided to assist access of disabled pupils and accessibility plans.
- Cooperate with the Local Authority.

The Roles and Responsibilities of the Diocese:

- Christ Church continually works with the Diocese and external advisers to ensure provision is the best it can be.
- The Diocese holds the school to account on provision for children identified as having SEND.

The Head Teacher

The overall management for SEND within the school lies with the Head Teacher.

The Roles and Responsibilities of the Head Teacher:

- Ensure that the school’s SEN policy is carried out in practice.
- Ensure that the governing body is kept up-to-date about SEN policy and practice within Christ Church Junior School.
- Inform the Governing Body how the funding allocated to support SEN has been used and its impact.
- Ensure adequate, high quality training is provided for staff and governors.
- Work closely with the SENCo and families to improve outcomes for children identified with SEND.

The SENCo:

The SENCo must be a qualified teacher.

The Roles and Responsibilities of the SENCo:

- Ensure the effective day to day running of provision for pupils with special educational needs.
- Identify the needs of the children and work with staff in school to develop strategies enabling them to make the best possible progress.
- Oversee the strategic development of SEN provision within the school, seeking to develop effective ways of overcoming barriers to learning.
- Ensure all staff involved with the children have the information necessary to secure improvements in teaching and learning through continuous discussion with class teachers and teaching assistants.
- Work with outside agencies to access advice and support to identify the appropriate level of intervention and provision.
- Consult parents regularly, offering help and advice, ensuring that they are fully informed about their child’s progress at every stage.
- Maintain ongoing school records for individual children outlining individual targets and support, reviews, documentation and provision mapping.
- Work with class teachers to ensure quality first teaching and the deployment of and planning for teaching assistants.
- Organise and facilitate regular meetings to discuss progress and to monitor provision.

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- Liaise with feeder infant schools and secondary schools providers to ensure the smooth transition between settings and the transfer of records.
- Liaise with the governor who has responsibility for SEND, and the Head teacher.
- Bring together all professionals involved with a child to maintain effective dialogue and the sharing of information in a multi disciplinary approach.
- Contribute to the in service training of staff.

Teachers

- All teachers are teachers of children with SEND.
- The school has employed an additional teacher to implement interventions across the school. Mrs Ludkins has the SENCo qualification, and works in consultation with the SENCo and teachers to support learning across all year groups.

The Roles and Responsibilities of Teachers:

- Deliver high quality teaching, differentiated for individual pupils.
- Take into account and provide learning for the special needs of children within their class.
- Write and follow pupils’ Provision Plans, in consultation with the SENCo.
- Plan for additional staff in their classroom, and ensure specific interventions are taking place.
- Monitor the progress of children accessing interventions.
- Work closely with Support Staff to ensure all children are able to access the curriculum
- Use assessment to identify children who need additional support for learning.
- Ensure differentiation and support is appropriate to ensure progress.
- Ensure everyone has access to the information about a child’s needs.
- Attend review meetings and provide evidence of progress towards targets.
- Be accountable for the progress and development of all the pupils in their class, even where pupils access support from teaching assistants or specialist staff.

The Roles and Responsibilities of the Support Staff:

- Deliver interventions set for pupils with SEN.
- Follow teacher plans to work with small groups of pupils.
- Feedback progress to teachers verbally or on written feedback grid.
- Communicate with the class teacher or SENCo regarding pupils, especially those already receiving SEN support or other vulnerable groups.
- Encourage and enable children to access the curriculum by helping them to learn skills and undertake tasks with independence.
- Liaise with parents when necessary.
- Work collaboratively with class teachers to ensure consistency in classroom procedures and to ensure progress.
- Be aware of pupils targets and adapt into a ‘small steps’ approach, in consultation with the teacher/SENCo.

Staff Development

If we are to expect all teachers to be teachers of children with SEND, we must ensure high quality training is provided on a regular basis. In order to improve education for children with special educational needs and to maximize their achievements, we need to develop the knowledge and skills of all education professionals in our school, including teachers and teaching assistants.

Ongoing opportunities are provided for all staff to attend relevant training for the children within our school, and are informed of new policies and procedures as they arise.

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We recognise the positive impact that whole school training has on staff, so try to provide this as much as possible.

A majority of teachers and teaching assistants have had the following awareness training:

- New Code of Practice Training
- Safeguarding
- Autism awareness
- Iren's awareness
- Language for Learning
- Dyslexia
- Active Listening

A graduated approach: identifying the need for SEN support.

The Code of Practice states that children have SEND 'Where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.' (SEND COP, 2014, p94). In our school we have adopted a graduated approach to identification of SEND:

- ***High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND.***
- Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment or ability.
- Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils.
- This will identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:
 - Is significantly slower than that of their peers starting from the same baseline.
 - Fails to match or better the child's previous rates of progress.
 - Fails to close the attainment gap between the child and their peers.
 - Widens the attainment gap
(SEN COP, 2014, p95)
- If pupils are falling behind or making inadequate progress given their age and starting point, they are given extra support through differentiation and targeted interventions.
- Examples of extra support (but not limited to) are
 - Focussed small group work in Math and/or English
 - Catch-up programmes such as PIXL Therapies
 - Accelerated Reader Programme
 - Use of Social Stories
 - Additional Phonics and reading.
- We also use a range of tools to assess learning, including spelling ages, reading ages, verbal reasoning, non-verbal reasoning, and the Boxall Profile to assess well-being and involvement.
- Where pupils continue to make inadequate progress, despite high-quality teaching and interventions targeted at their areas of difficulty, the class teacher, working with the SENCO, assesses whether the child has a significant learning difficulty.

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- For these pupils, and in consultation with parents, we will use a range assessment tools to determine the cause of the learning difficulty. At Christ Church we are experienced in using the following assessment tools:
 - An appropriate dyslexia screener (NB this is a screening tool and does not provide a diagnosis)
 - Boxall Profile to assess Social & Emotional needs
 - Speech and Language Link
 - Irlen Screening
 - Working Memory Battery Assessment
 - BPVS
- If this is the case, the support that is required for the child is agreed with parents and school.
Parents are involved in all decisions and fully informed throughout the decision making process.
- Once a special educational need is identified, a simple cycle for effective support is put in place:
 - Assess
 - Plan
 - Do
 - Review
- If a child continues to make little or no progress, despite targeted support that is matched to the child’s area of need, the school may consider seeking advice from outside agency specialists e.g. The Speech and Language Service.
- Where a pupil is receiving SEN support school will meet parents at least 3 x a year to:
 - Set clear goals and targets.
 - Discuss activities and support that will help achieve these targets.
 - Review progress.
 - Identify the responsibilities of parent, pupil and school.
- The school accurately records the provision made for pupils and measures impact of interventions Provision Maps, and parents have copies of all paperwork.
- ***The quality of teaching for pupils with SEND, and the progress made by pupils is a core part of the school’s appraisal arrangements and its approach to professional development for all teaching and support staff.***

Pupil Participation

- SMART targets are written in ‘child friendly’ language by class teachers, with the support of the SENCo and parents.
- These are discussed with the child using a child friendly version of the plan.
- This plan is in daily use in the classroom.
- Before a review meeting children are asked how they feel about their learning, again in ‘child friendly’ language.
- Where appropriate, children are involved at review discussing how they feel about their learning.

The Role of Parents

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- Christ Church Junior School welcomes parents into school to discuss their child’s progress.
- Concerns about progress are shared with parents by the class teacher as soon as they are identified.
- Reviews of targets and support plans are held at least 3 x a year, or more often if needed. Parents play a key role in these meetings and are strongly encouraged to attend.
- Parents help and support is highly valued and there is ongoing consultation with members of staff who support the children to ensure strong home school links are maintained.

The statutory assessment process and Education Health Care plans

- The Code of Practice (2014) states that the majority of children and young people with SEND will have their needs met within local mainstream early years providers, schools or colleges.
- For some children with complex needs, a higher level of support may be required to meet the needs of the child.
- The school working closely with the child, parents and all agencies involved may request an EHC Plan from the local authority.
- Parents and children are involved at all stages of planning and decision making taking account of their wishes and aspirations using a person centred planning approach.
- Education, Health and Social Care meet and work together with the family for positive outcomes.
- Once an EHC plan is in place it should be reviewed within 6 weeks, and then at least annually.

Assessments and Education, Health and Care plans

- The local authority must conduct an assessment of education, health and care needs and prepare an Education, Health and Care (EHC) Plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan.
- Following a request for assessment the local authority must determine whether a statutory education, health and care assessment is necessary, make a decision, and communicate its decision to the child’s parent.
- Children, young people and families should experience well-co-ordinated assessment and planning leading to timely, well-informed decisions
- The whole assessment and planning process, from the point an assessment is requested final EHC plan is issued, must take no more than 20 weeks
- When making an education, health and care assessment local authorities must consult the child and their parent, and take into account their views, wishes and feelings and any information provided by them or at their request.
- Local authorities must also gather advice from relevant professionals.

Access

- We promote the development of an inclusive education system.
- The school will make every effort to make reasonable adjustments to the environment in order to include everyone. (See accessibility plan)
- If appropriate, the school can apply for Local Authority funding to support pupils with SEN and disabilities. This is called High Needs Funding.

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Admissions Policy

- Admission arrangements are the same for all children, with priority given to children with EHC plans.
- When a place is requested for a child with an EHC plan, the school will assess whether a child's needs can be met and have open and honest discussions with parents /carers and all professionals involved.
- For those with special educational needs, school makes every effort to liaise with other settings and professionals to ensure that information is passed on.
- Working with parents at this early stage is an essential part of the admission process.

Including Pupils on Educational Visits

Christ Church C of E Junior School fully supports the availability of education visits to all pupils and recognises that children with additional needs, including those with challenging behaviour, should not be unnecessarily excluded. Reasonable adjustments will be made to accommodate pupils with additional needs, such as 1:1 support. However, if the safety of a pupil (or others) cannot be guaranteed because of their inclusion in the visit, then that pupil will not be included in the visit. Further guidance can be found in our school Educational Visits Policy, Equal Opportunities Policy and Behaviour Policy.

Complaints Procedure

- If a parent wishes to complain about the SEN policy or provision, they should raise the concern with the SENCo who will work with the school and parents to resolve the situation.
- If an issue cannot be resolved within 10 working days, a parent can submit a formal complaint to the Head teacher in writing. The Head teacher must reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's Complaints Policy.
- This is available on the school website or on request from the school office.
- The SEN Code of Practice (2014) outlines additional measures the Local Authority must follow to prevent and resolve disagreements. These will be explained to parents if required.

Conclusion and Evaluation

- The Governing Body will monitor, evaluate and review this Special Educational Needs Policy on an annual basis, to consider the effectiveness of the school's work on behalf of those pupils with special educational needs.
- Persons Responsible for Policy: SENCO.
- To be reviewed by the Governing Body – January 16 and annually thereafter.
- Signed by the Chair of Governors_____.

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