



CHRIST CHURCH (PELLON) C OF E (VC) PRIMARY SCHOOL

Our Six Core Values are: **Reverence; Friendship; Justice; Thankfulness; Forgiveness and Perseverance**



SEND Policy 2017/2018

Our Mission Statement:

“To create a happy, caring and safe learning environment which will encourage and enable everyone in school to achieve their full potential, within a Christian Ethos”

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

-Equality Act 2010: advice for schools DfE Feb 2013

-SEND Code of Practice 0 – 25 2014

- School's SEN Information Report Regulations (2014)

- Further SEND information is available on our website under our SEND Information Report .

It has been developed through consultation with all staff and governors at Christ Church Pellon Halifax.

The Head teacher is Mrs E Midgley

The Special Educational Needs Coordinator (SENDCO) is Miss Katherine Ellis who is a member of the Senior Leadership Team of the school.

The governor with responsibility for SEN is John Hellewell.

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Christ Church Pellon is committed to ensuring that all children have access to a broad and balanced curriculum.. Some children have special educational needs or disabilities which can create a barrier to their effective learning and development. We will gather the views, wishes and feelings of parents, carers and children (age appropriately) in the planning to enable children to achieve the best educational and other outcomes to prepare them for the next phase in their educational life and beyond.

2. Aims and objectives

At CCP we address the needs, wants and aspirations of all our pupils, including those with special educational needs or disabilities, to achieve their best educational and other outcomes through genuine involvement of parents, carers, children and other partners. We aim to do this through:

Creating an environment to support all learners

Providing clear identification and support processes

A child and family approach to curriculum and access to provision and support.

Enabling **all** children to have full access to all elements of the school curriculum.

3 Identifying Special Educational Needs

Teachers and the SENDCO, along with parents, carers, children and outside partners will work together to identify children's special educational needs through a detailed analysis of:

- Teacher assessments and experience of the pupil;
 - Information on pupil progress, attainment, and behaviour;
 - Individual's development in comparison to their peers;
 - The views and experience of parents;
 - The child's own views;
- Advice from external support services.

The action that the school needs to take to support children will take account of the four broad areas of need and the whole child, but will not fit a pupil into a category:

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

A Graduated Approach to SEN support

All teachers are responsible and accountable for the progress and development of pupils in their class, including where pupils access support from support staff or specialist staff. All children will have access to high quality teaching in all classes which is differentiated for individual pupils to meet all children's needs whether they have special educational needs or not. The policy sets out the belief that additional intervention and support cannot compensate for a lack of good

quality teaching. Where children's learning does not respond to this high quality first teaching then they will be assessed for additional support and added to the school SEN register.

All children's progress and attainment is regularly and carefully reviewed along with the quality of teaching they receive. This review includes a review of and support for improving teachers understanding of strategies to identify and support vulnerable pupils and their knowledge of SEND most frequently encountered.

Where a concern is raised the teacher, along with the SENDCO, parents, carers and the child (where age appropriate) will work together to analyse all the information available about the pupil's

progress, attainment, results of formative and other assessments, as well as the story of the child to decide on the best support plan for them to achieve identified outcomes. At this point a decision will be made collaboratively as to whether the child should be placed on the school SEN register as needing special educational needs support.

These plans and outcomes will be reviewed each term with the teacher, SENCO, parents, carers and child (age appropriately). Where it is felt necessary and beneficial to achieving better outcomes for the child, further advice will be sought from suitable partners to provide further support for the child to achieve the set outcomes for them.

Managing pupils needs on the SEN register

-If a teacher or parent has a concern about a child they will meet together, discuss those concerns and fill in a cause for concern form .Some timely targets /support strategies will be set .If after two periods of strategies this is still not progressing, then parents will be asked to fill in a form and the child placed on the SEN register.

-A child will be placed on the SEN register when they require additional and different support to targeted quality first teaching. They will be recorded as requiring SEN support.

-Each child on the SEN register will have individual targets detailing their needs, expected outcomes, strategies to be used and review of their progress. These targets will be in the format of a RASP-Resource and Support Plan.

-The class teacher will assess, plan for, teach and review children's SEN support within the continuum of SEN Support, where outside agency advice and involvement is required the class teacher will be supported by the SENDCO.

- The SENDCO will maintain the school SEND Register and provision in conjunction with the class teachers and this will be reviewed at all pupil progress meetings and SEND Support meetings.

-The school has a Local Offer-SEND Information report detailing the provision it is able to offer which is published on the school website.

- Where a child's SEN need no longer requires support, and the child is responding to the high quality teaching of the classroom, they will be taken off the school SEND register. Parental permission is required for this.

- If a child then requires more support in school than 15 hours we use this collected documentation mentioned above to support us applying for an EHC (Education and Healthcare Plan.)This is all involving the parents and the child's needs wants and aspirations for the future. All applications are not granted and are subject to a moderation panel and scrutiny by the SEN team for the Local Authority. This allows us to top up funding to support the child but does not automatically guarantee a specific member of staff to be employed.

-At all stages of the SEN Support process the views, wishes and feelings of the parents, carers and child will be actively sought and included in any decision making.

Timescales for RASPS

Half term	week 1/2	week 6/7
Autumn1	New targets set for children. Parents to sign at P evening or after school. Save in Childs file on system.	Review RASP .Suggest targets to keep /change. Scan annotated copy to child file
Autumn 2	New targets set for children. Parents to sign Save in Childs file on system.	“
Spring 1	“	“
Spring 2	“	“
Summer 1	“	“
Summer 2	“	Transition meeting with new teacher setting initial targets.

Special Educational Needs Funding

-The Head teacher and the SENDCO meet regularly to agree on the most effective use of notional funds as well as top up funds directly related to statements and EHC Plans.

-The head teacher informs the Governing Body of how the funding allocated to support special educational needs has been deployed.

Partnership with parents

- A named governor takes a special interest in special needs and is always willing to talk to parents.
- At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the parental aspirations, wishes, feelings and knowledge at all stages. We encourage parents to make an active contribution to their child's education.
- Before starting any assessments or procedures parental permission and consultation is sought and advocated.
- We have regular meetings each term to share the progress of special needs children with their parents. We involve the parents with any outside intervention, and we share the process of decision-making.

External Support

The school enjoys positive relations with a range of external support agencies including the Sensory Support Service; VI service ,Speech and Language Therapy; Behaviour Support; Parent Partnership; CAMHS and the school nursing team.

Monitoring and evaluation

- The SENCO monitors the movement of children within the SEN system in school. The SENCO/ Headteacher provides staff and governors with regular summaries of the impact of the policy on the practice of the school.
- The SENCO is involved in supporting teachers develop Plans for children. The SENCO and the headteacher hold regular meetings to review the work of the school in this area.
- The Governing Body reviews this policy annually and considers any amendments.

Review period: Annually

Next review date: September 2018

Governors' meeting: October 2017

Method of dissemination to staff: saved on T/drive and emailed to staff