

Christ the King R.C. Primary School

SEN Policy



October 2016

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Mission Statement

We Know We Can

We Know We Will

At Christ the King School, our mission is to be the best that we can be.

To do this:

We can, and will, encourage each other by celebrating our different gifts and talents.

We can, and will, help each other by kind words and selfless acts.

We can, and will, achieve together with hard work and prayer.

We can, and will, respect each other with good manners and thoughtful behaviour.

We can, and will, be happy together by always looking for the best in everyone and everything.

We can, and will, live like Jesus asked us to live, by loving God and loving others.

We pray

We can.

We believe

We can.

We know

We can.

Introduction

Every child within the school is recognised as a unique creation of God and it is the intention of every member of staff that, in line with our mission statement, each child is supported in every way possible, to attain his/her potential in all aspects of school life.

The Education Act 1996 says that a child has special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them.

A learning difficulty means that the child either:

- a) has significantly greater difficulty in learning than the majority of children of the same age
- b) has a disability, which either prevents or hinders the child from making use of the educational facilities which are provided for children of the same age in a mainstream school

Special educational provision means educational provision, which is additional to, or different from, the provision made generally for children of the same age in a mainstream school.

Everyone at Christ the King R.C. Primary School is committed to providing the conditions and opportunities to enable any child with SEN to be included fully in all aspects of school life. The Special Needs policy at Christ the King supports the stated ethos of the school that “we know we can, we know we will be the best that we can be.”

Policy Objectives

In order to meet the special educational needs of our children at Christ the King R.C. Primary School and in line with the Special Educational Needs and Disability (SEND) Code of Practice (2014) and the LA's new local offer (<http://localoffer.derbyshire.gov.uk>) we must:

- identify those children who have SEN as soon as possible.
- provide intervention at a suitable level when a child is identified as having SEN.
- use a variety of teaching styles, and cater for different learning styles to allow children with SEN to access the National Curriculum.
- use resources effectively to support children with SEN.
- assess and keep records of the progress of children with SEN.
- work with outside agencies who provide specialist support and teaching for children with SEN.
- inform and involve the parents of children with SEN so that we can work together to support our children.
- encourage active involvement by the children themselves in meeting their needs through Pupil Voice.
- provide ongoing training for all staff working with children with SEN.

Co-ordinating provision

The SEN team at Christ the King R.C. Primary School

The SEN Governor

Phillipa Naylor is the current Governor with responsibility for SEN at Christ the King Primary School. She has regular contact with the SENCO and the Senior Management of the school to keep up-to-date with, and monitor the school's SEN provision. School must make an annual report to parents on the school's current SEN provision.

The Special Educational Needs Co-ordinator (SENCO)

Megan Watts is responsible for the arrangements for SEN provision throughout the school. As SENCO, she:

- has responsibility for the day to day operation of the SEN policy.
- maintains a register of children with SEN, and ensures that the records on children with SEN are up-to-date.
- works closely with the Headteacher, and the Senior Management Team, the teaching and support staff in co-ordinating provision for our SEN children.
- works closely with the Headteacher and teaching assistants in order to ensure resources and provision for different children or groups of children within school identified as having SEN are effective and meet the children's needs.
- works with the parents of children with SEN.
- liaises with outside agencies to gain advice and support for children with SEN.
- contributes to in-service training for staff on SEN issues.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) makes it clear that all teachers are teachers of children with special educational needs and that 'high quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people.' (DfE 2014, p25). In line with the SEND Code of Practice (2014), Christ the King Primary school recognises that some children and young people need educational provision that is additional to or different from this and will ensure that such provision is made for those who need it.

The Code of Practice also states that; 'Special educational provision is underpinned by high quality teaching and is compromised by anything less.' (DfE 2014, p25). All teachers at Christ the King are responsible for identifying pupils with SEN and, in collaboration with the SENCO, will ensure that those pupils requiring different or additional support are identified at an early stage.

The SEN Support Staff

Teaching Assistants play an important role in supporting inclusion in the classroom as well as provision that is additional to and different from quality first classroom teaching.

Teaching Assistants may work with individual children and with small groups on very specific intervention programmes out of the classroom. They may also provide in class support for an individual or group of children. They meet with the class teacher and/or SENCO to plan and review, and to adapt the learning programmes they are delivering, if necessary. They also plan and oversee short daily programmes of work for individual children which are delivered by the child's classroom Teaching Assistant.

Children with Education, Health and Care plans (previously known as statements of SEN) are supported on an individual basis by Teaching Assistants employed by the school from the funding delegated by the LA for this purpose.

Admission arrangements

In line with current LA policy, a place at Christ the King R.C. Primary School is available to a child with SEN provided that:

- a) the parents wish the child to attend the school.
- b) the child's special educational needs can be met by the school through reasonable adjustments.
- c) resources will be used efficiently.
- d) the child attending a mainstream setting is not incompatible with the efficient education of other children (Section 316 and Schedule 27 Education Act 1996).

Christ the King R.C. Primary School has a duty under the Equality Act (EQA 2010) not to discriminate against disabled children in our admissions arrangements and has a duty to take reasonable adjustments to ensure that children with disabilities are not at a disadvantage compared with their peers.

The school has an admissions policy in line with this and all requests for admissions are determined by the admissions policy, which acknowledges that all children with SEN have the right to be educated in mainstream school, with due regard to the SEND Code of Practice (2014) and the Equality Act (2010).

Access

Access to the school environment

Features of the school site include:

- The school is all on one level (except for the terrapin)
- The terrapin is used for group teaching or interventions
- Easy access into school from a taxi or other transport
- Easy access to the playground
- Computers are available in all classrooms including class sets of netbooks and a class set of I pads
- ICT suite and Library
- Own kitchen facilities for special diets
- Disabled toilet facilities
- Sensory room
- Green room for additional interventions or group work which is in the main school building

Access to the National Curriculum

The Governors and Staff of the school aim to provide a broad and balanced inclusive education for all pupils in their care. Through the SEN policy, the school will endeavour to provide access for all pupils to develop their full potential, value their strengths and provide essential skills for adult life.

Christ the King R.C. Primary School understands that the term special educational needs includes pupils with learning difficulties, social or emotional difficulties or physical difficulties. Exceptionally able or gifted children also need to be catered for in line with this policy.

This school provides a broad and balanced curriculum for all children, with the National Curriculum as the starting point for planning that meets the specific needs of all children. Each class has a provision map which outlines the needs of children with SEN. This provision map is updated termly by class teachers and given to the SENCO in order that children's progress can be monitored effectively. This regular updating also allows children who may encounter short-term barriers to learning, such as emotional difficulties, to be added and removed as appropriate, ensuring that needs are responded to in a timely manner. This responsive approach ensures that children have their needs met quickly and aims to ensure they are supported as soon as the need arises in order to enable children to continue to achieve. The provision map also clearly outlines specific interventions that are taking place within that year group for children or groups of children (see appendix 1).

Children may have special educational needs either throughout, or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child. Our provision mapping process aims to meet children's needs as they arise in an effective and timely manner.

All class teachers, the SENCO and SEN support staff carry out an ongoing process of assessment, planning and review that recognises each child's strengths as well as areas for improvement. A rigorous tracking system is in place to identify children who are not making the required level of progress. Strategies which are used to enable access for all children to the National Curriculum are:

- differentiation of the curriculum to match tasks to achievement.
- grouping of children according to achievement for literacy and numeracy to ensure that tasks are suitably matched to achievement.
- use of a range of teaching styles which recognise the individual learning styles of the children in the class.
- use of TAs to provide additional support within literacy and numeracy lessons.
- small withdrawal groups and 1:1 teaching by the SEN staff.
- accessibility to resources to support all pupils, particularly those with sensory or physical difficulties.
- alternative means of accessing the curriculum through ICT, and use of specialist equipment.
- peer group support through mixed ability grouping, paired reading and "buddy" systems.
- use of positive behaviour modification strategies within the classroom and as part of the whole school Behaviour Policy.
- use of SEAL (Social and Emotional Aspects of Learning) programmes throughout the school.
- access to extra-curricular clubs, and to the social life of the school.
- access to the school's Family Support Worker for both children and parents
- In-Service training for all staff on the needs of children with SEN

We recognise that what is best practice for children with SEN is often the best way to facilitate inclusion throughout the classroom and enhance the learning of **all** children.

Allocation of Resources

The SENCO, alongside the head teacher and governors, is responsible for the operational management of the specified and agreed resourcing for special needs provision for children on the SEN register, in line with the objectives set out in this policy.

Identification and assessment

At Christ the King R.C. Primary School, early identification of children who may have SEN is a priority. Whether or not a pupil is making progress, is seen as a significant factor in considering the need for SEN provision. The class teachers, along with the SENCO, use appropriate screening and assessment tools to ascertain pupil progress through:

- Early assessment of attainment on entry to Foundation Stage, Key Stage 1 and beyond
- Evidence obtained by teacher observation and / or assessment
- Their performance in steps through the Foundation Stage curriculum and National Curriculum judged against the level descriptors.
- Pupil progress in relation to objectives in Early Learning Goals and the National Curriculum, particularly focused on Literacy and Numeracy skills.
- Standardised screening or assessment tools.

Throughout the school we monitor and track the progress of all children through an ongoing process of planning, teaching and assessment. Children with SEN may be identified at any stage of this process during their school life. In the Foundation Stage and Years 1 and 2 the summative assessments used are:

- The Foundation Stage Profiles (including use as a baseline)
- Termly assessments of progress
- Tracking using the schools online system OTrack which matches pupil progress to the objectives in the National Curriculum
- The Oxford Reading Tree assessments
- The end of Key Stage 1 standardised tests

In Key Stage 2 the summative assessments used are:

- termly assessments of progress including the end of year standardised tests in Years 3, 4 and 5 in English and Maths
- Tracking using the schools online system OTrack which matches pupil progress to the objectives in the National Curriculum
- The NFER Group Reading Test and Spelling Test at the start of each school year
- The Oxford Reading Tree assessments
- The end of Key Stage 2 standardised tests

Examples of assessment / screening tools are:

- Diagnostic / screening tests e.g. British Picture Vocabulary Scale (BPVS), Aston Index
- Observations and general reports
- Records from previous schools / Outside Agencies
- Boxall Profile

Broad areas of need (as identified in the SEND Code of Practice 2014 p. 97-98)

Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils.

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multisensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation

support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The “triggers” for further intervention

Through appropriate curricular provision and quality first teaching within classrooms, we respect the fact that children:

- Have different educational and behavioural needs and aspirations
- Require different strategies for learning
- Acquire, assimilate and communicate information at different rates
- Need a range of different teaching approaches and experiences

Teachers respond to children’s needs by:

- Providing support for children who need help with communication, language and literacy.
- Planning to develop children’s understanding through the use of all available senses and experiences.
- Planning for children’s full participation in learning, and in physical and practical activities.
- Helping children to manage their behaviour and to take part in learning effectively and safely.
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.
- Having high expectations of **all** children, whatever their prior attainment, including setting ambitious targets.
- Doing everything possible to meet the child’s needs, particularly when that child has Special Educational Needs (SEN).

We recognise that there is a wide range of SEN amongst our children and match the level of intervention to each child’s needs. We have adopted the “graduated” approach set out in the 2014 SEND Code of Practice, where the level of intervention increases whenever adequate progress is not being made.

The “triggers” for further intervention are one or more of the following:

- Use of the Early Years Foundation Stage Profile (EYFS) to identify poor early learning skills at the start and end of Foundation Stage.
- Ongoing teacher and TA observation and assessment within the classroom, and/or attainment in termly standardised tests showing one or more of the following:
 - the child is working at a level below the national expectation for that year group.
 - the attainment gap between the child and his/her peers is getting wider.
 - a previous rate of progress is not being maintained.
 - little progress is being made even when teaching approaches and resources have targeted a child’s identified area of weakness.
- The class teacher’s annual assessment profiles showing underachievement in one or more curriculum areas
- Low scores in diagnostic testing
- Emotional or behavioural difficulties persisting in spite of the use of the school’s behaviour management programmes.

- Self-help skills, social and personal skills inappropriate to the child's chronological age.
- Diagnosis of a previously unidentified medical condition, communication problem or sensory impairment.
- Looked After children, in liaison with Children's Services
- For a child who is new to the school, records from the previous school indicating that additional intervention has been in place.
- Parental concerns regarding academic progress, behaviour, social adjustment and/or communication skills.
- Other adults' concerns e.g. from medical services, Educational Psychologist, Children Services, School and Children's Centre Family Liaison Officer, Education Welfare Officer.

The class teacher, SENCO and head teacher will work collaboratively alongside the child and their parents and other agencies where appropriate to plan strategies to ensure progress. In the first instance, the response will be high quality teaching targeted at the child's identified area of weakness. This progress is reviewed termly, monitored accurately for new targets to be set and all information is shared with parents. In all cases, the response will be a holistic one. Importance will be placed on **all** factors that may be acting as a barrier to the child's learning and the emphasis will be placed on overcoming these.

The Graduated Response

1. Identified Concerns

If a teacher is concerned about some aspect of a child's progress, behaviour or well-being (s)he will decide what action to take within the normal daily classroom routine. If the child is having learning difficulties in one or more areas, the teacher will adapt resources or change the teaching method being used, to suit that child.

If a child is having behavioural problems the teacher will take note of the frequency and severity of the incidents and, if possible, adapt the classroom environment to help the child overcome the problems.

When a teacher is concerned about a child's physical or mental well-being, (s)he will share her concerns with the SENCO and the staff who have responsibilities for pastoral, medical and child-care issues.

Whatever the nature of the concern, the teacher will invite the parents or carers of the child into school to discuss the concerns and to ask for their support in resolving the problem.

The teacher will inform the SENCO of the concerns. The SENCO will make a record of the child in the class provision map.

When a parent is concerned about some aspect of their child's progress, behaviour or well-being, the teacher and SENCO will meet with the parent to discuss these concerns and decide on an appropriate course of action based on the desired outcomes for the child. This action will be based on high quality and accurate formative (ongoing teacher) assessment as well as other information regarding the child such as changes in their circumstances or advice from external professionals.

2) SEN Support

Where a child is identified as having SEN, the school will follow a cycle of assess, plan, do and review as follows:

Assess

If a child continues to make inadequate progress in spite of the strategies the teacher has used in class, the teacher may decide that more intervention is needed. The teacher and the SENCO look at the evidence of inadequate progress and decide on strategies which are **additional to, or different from** those already being provided in the classroom to help the child to make progress.

Plan

Individual targets are written by the class teacher and the SENCO for the child e.g. an Individual Education Plan (IEP), Provision Map, class support plan. This sets out the learning or behavioural targets that the child is working towards, and describes the strategies and arrangements needed to help the child achieve these targets. The targets are discussed with the child in age-appropriate

language and the targets will be discussed with the parents. Progress towards the targets is discussed at Parent's evenings, or by parental request at other times through discussions with the class teacher or SENCO.

Do

The class teacher should remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO should support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

At the termly review of these targets during which the parents and child's views are sought, decisions are made about the future actions that may be taken to meet the child's needs. These may be:

- a) to reduce the amount of help.
- b) to continue with the existing level of help with new targets being set.
- c) to increase the level of intervention if there has been little progress.

In some cases other professionals may already be working with the child and the school will liaise with these to inform assessments. Support and advice from other professionals will also be sought where needed. This is in addition to the extra support the child is already receiving within school. These specialists may include the Educational Psychologist, the School Doctor, Behaviour Support, the SSEN service, the Local Inclusion Officer, Speech and Language therapists, Occupational / Physiotherapists, Multi Agency team workers and the support service for visual / deaf and hearing / physical impairments. With their help strategies which are **additional to or different from** those at Early Years Action or School Action will form the basis of future targets to be worked on in school and with these other professionals.

Parental permission is essential when asking for specialist help. Their support is crucial in making the most of the help provided. Contact with school about review meetings and attending appointments made for other services will usually be by letter or telephone calls from the SENCO.

Request for an Education, Health and Care needs assessment

The school will request an Education, Health and Care needs assessment from the LA when, despite an individualised programme of intervention of SEN Support, the child's needs remain a significant cause for concern. This might also be requested by a parent or outside agency.

An Education, Health Care (EHC) Plan

The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

To achieve this, local authorities use the information from the assessment to:

- establish and record the views, interests and aspirations of the parents and child or young person
- provide a full description of the child or young person's special educational needs and any health and social care needs
- establish outcomes across education, health and social care based on the child or young person's needs and aspirations
- specify the provision required and how education, health and care services will work together to meet the child or young person's needs and support the achievement of the agreed outcomes

EHC plans should be forward-looking documents that help raise aspirations and outline the provision required to meet assessed needs to support the child or young person in achieving their ambitions. EHC plans should specify how services will be delivered as part of a whole package and explain how best to achieve the outcomes sought across education, health and social care for the child or young person.

An EHC needs assessment will not always lead to an EHC plan. The information gathered during an EHC needs assessment may indicate ways in which the school can meet the child's needs without an EHC plan.

When a decision has been reached by the Local Authority (LA) that an EHC plan is needed, it will be written by the LA and should:

- focus on the child or young person as an individual
- enable children and their parents to express their views, wishes and feelings
- enable children and their parents to be part of the decision-making process
- be easy for children and their parents or carers to understand, and use clear ordinary language and images rather than professional jargon
- highlight the child's strengths and capabilities
- enable the child, and those that know them best to say what they have done, what they are interested in and what outcomes they are seeking in the future
- tailor support to the needs of the individual

- organise assessments to minimise demands on families
- bring together relevant professionals to discuss and agree together the overall approach, and
- deliver an outcomes-focused and co-ordinated plan for the child or young person and their parents

An EHC plan is a legally binding document which sets out the provision the child **must** receive to meet his/her SEN. The LA provides the school with additional funds to cover the costs of this provision. This is used for TA support and/or specialist teaching and equipment. Families can also request a Personal Budget, when the local authority has completed an EHC needs assessment and confirmed that it will prepare an EHC plan. They may also request a Personal Budget during a statutory review of an existing EHC plan. Targets are set each term as before. Each year the school must hold a review with the parents and all the outside agencies involved with the child to assess the child's progress. A representative from the LA may attend these reviews.

Some children, particularly those with physical disabilities, sensory impairments or serious medical conditions may already have an EHC plan when they start in the Foundation Stage class. The same procedures of making provision, and target setting and reviewing are put into place as soon as the child starts school. These children must also have a Care Plan and, if appropriate a Moving and Handling Plan, together with relevant up to date training for staff, drawn up by the school and specialists from medical services.

Involvement of Pupils – Pupil Voice

At Christ the King R.C. Primary School, we recognise that all pupils have the right to be involved in making decisions and exercising choice. All pupils are involved in monitoring and reviewing their progress as far as possible.

We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs and learn about learning
- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition, pupils who are identified as having SEN are invited to participate in:

- Reviewing of their targets and the setting of new ones
- EHC reviews
- Regular informal discussions with their teacher and teaching assistants about their progress and confidence

Partnership with Parents

The school's prospectus contains details of our policy for special educational needs, and the arrangements made for these children in our school. The Governors' annual report to parents contains an evaluation of the policy in action.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. At school we encourage parents to make an active contribution to their child's education and we recognise parents' contributions and support of their child as invaluable.

The class teachers hold regular meetings to share the progress of special needs children with their parents. We also encourage an "open door" policy enabling parents to speak to class teachers on an informal basis as and when the need arises. We involve the parents with any outside intervention, and we share the process of decision making by providing clear information relating to the education of children with special educational needs.

Involvement of outside agencies

School recognises the important contributions that external support services make in assessing to identify, assess and provide for SEN pupils.

When it is considered necessary, colleagues from the following support services will be involved with SEN pupils;

- Educational psychologists
- School doctor or nurse
- Speech and language therapist
- Physiotherapists
- Hearing impaired/visual impaired
- SSEN teachers
- Behaviour support
- Multi-Agency Team (MAT)

In addition important links are in place with the following organisations

- The LA
- Education Welfare Officer
- Social Services
- Feeder and Local secondary schools
- Primary school cluster groups
- SENCO cluster groups
- Feeder nurseries
- Any other organisations deemed necessary

In addition, we have a very supportive Friends of Christ the King fundraising group who can offer funding support. Also, strong Parish links can provide pastoral support for children if requested.

Complaints Procedure

The school's complaints procedure is outlined in the school prospectus. The SEN Code of Practice outlines additional measures the LEA must set up for preventing and resolving disagreements. These will be explained to parents if required.

SEN INSET

All staff are encouraged to attend courses that help them acquire the skills needed to work with SEN pupils in order to stay well-informed and up-to-date on the most effective way to support current SEN pupils in response to their needs. The SENCO, along with outside agencies, organise and run school based training to develop awareness of resources and practical teaching strategies for use with SEN pupils. Staff skills are audited once a year to ensure provision meets the needs of all pupils.

The SENCO regularly attends courses on SEN issues run by the LA. She also attends the local SENCO "Cluster" meetings which are run by the secondary and primary schools in the area to discuss local and LA issues which affect SEN provision.

Links with other schools

The SENCO and the Foundation Stage class teachers arrange visits to the Early Years setting when they are informed of a child with SEN who will be starting school at Christ the King who has not attended our Nursery. When a child already has a statement, they are usually invited to attend the child's Annual Review held during the summer term in the Early Years setting.

At Y6 transition, the SENCO and class teacher provides information on request to the local feeder Secondary Schools about children with SEN who have chosen to go there. For statemented pupils the SENCO at Christ the King liaises with the SENCO from the chosen Secondary School, the class teacher, the parents and the child during the summer term prior to transition. Extra transition visits and projects will be arranged if appropriate.

SEN Policy Review

The school considers the SEN policy document to be important and undertakes a thorough review of both policy and practice on a regular basis. The outcomes of this review are used to inform the school action plan.

Appendix 1

[year, group] PROVISION MAP/CHRIST THE KING PRIMARY SCHOOL [academic year]
 EHC Plan SEN Support Vulnerable + SEN Support Vulnerable EAL EAL + SEN Support Medical

Name of child and level on SEN register	Year group	Summary of needs	Interventions in place (including any programmes from external agencies)	Assessment/ observational data / updates - term 1	Assessment/ observational data / updates - term 2	Assessment/ observational data / updates - term 3
NAME SEN support (see plan and Individual Pupil Provision map for more details / speak to SENCo)		>	<ul style="list-style-type: none"> NAME has a <u>Speech and Language Therapy (SALT) programme to follow</u> NAME has an <u>Occupational Therapy and Physiotherapy programme to be carried out weekly</u> 	<ul style="list-style-type: none"> Daily 1:1 session – sound / number recognition – name writing. 1 x session physical literacy. Assessed by speech therapist Awaiting occupational therapist visit – 		
The following children have EAL: Any interventions needed outside of the classroom, please let SENCo know.						

AO example provision map.

Colour coded rows for each child / group of children with SEN, outlining their needs, interventions in place and outside agencies working with each child as appropriate.

Termly updates to ensure the profile of children with additional needs in each class remains high and that their needs are being met and interventions are effective and facilitating progress. Where they are not supporting progress, SENCO, teachers and parents will discuss additional provision including contacting outside agencies where needed.