



SEND Policy

This Church of England Academy aims to serve its community by providing an excellent education for pupils of all abilities and backgrounds in context of Christian belief and practice.

It encourages an understanding of the meaning and significance of faith and requires the valuing of other faiths.

It promotes Christian values and spiritual development through the experience it offers to all pupils.

These values are implicit in this policy

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Special Educational Needs and Disabilities (SEND) Policy

Introduction

Across school, every member of staff is committed to supporting children who have Special Educational Needs.

Definition of Special Educational Needs

The Special Educational Needs Code of Practice (2014) states 'a child has special educational needs if he/she has a learning difficulty, which calls for additional educational provision to be made for him or her.'

A child has a learning difficulty if he/she:

- a) has a significantly greater difficulty in learning than the majority of children of the same age. This includes a difficulty in learning due to behaviour.
- b) has a disability which either prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in schools within the area of the local education authority.
- c) is under five and falls within the definition at (a) or (b) above or would do so if special educational provision was not made for the child.

At Christ Church Academy, we support special educational needs that fall in the following categories.

- Cognition & learning
- Communication & intervention
- Emotional, behaviour & social
- Sensory & physical

We strive to provide equality and personalised learning opportunities for all our pupils.

Aims and objectives

The aims of this policy are:

- To create an environment that meets the special educational needs of each child.
- To ensure that the special educational needs of children are identified, assessed and provided for.
- To make clear the expectations of all partners/outside agencies involved in the process.
- To identify the roles and responsibilities of staff in providing for children's special educational needs.
- To enable all children to have full access to all areas of the curriculum and school life.
- To enable all children to reach their full potential.

The aims of the school are:

- To assess children's needs clearly and at an early stage.
- To implement any measures deemed necessary for a child to access the curriculum.

- To keep parents involved in discussions about their children's progress and informed of strategies we are using.
- To provide the resources necessary for a child to access the curriculum.
- To liaise with outside agencies to provide the best possible support for a child.
- To regularly review and monitor the efficient implementation of the whole policy with the governing body and staff team.

Identification, Assessment and Provision

We have adopted a whole school approach to SEND policy and practice. Pupils identified with SEND are, as far as is practicable, integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and other aspects of school life.

Teachers are responsible for identifying children with SEND, within every classroom quality first teaching is used to ensure that all pupils are able to engage with the curriculum effectively and make progress. This means that the teacher has high expectations of the children and through effective marking and assessment they are able to use a range of strategies to build on a child's existing knowledge and understanding. Personalised, differentiated learning is essential to meet the needs of every child.

Special Educational Needs may be identified through:

- Regular monitoring and tracking of progress.
- Pupil Progress Meetings
- Informal Assessment.
- Information from parents/carers.
- Information and assessments from other professionals.
- Standardised assessments and specific assessments related to the learning need.
- Observations of the child in different settings and their response to change.
- Teacher and/or parent/carer concerns reported.

Timely assessment data and more informal interactions will allow teachers and other staff working with the pupil to identify any areas of need that the pupil may have. Additional support may be required to ensure that the pupil is able to make progress. In some instances, children may require additional support due to other factors such as physical difficulties or social, emotional and behavioural problems.

In each case the class teacher will work alongside the SENCO and curriculum leaders to plan the suitable support package for a child that will ensure that receive the best possible learning experience at school.

Children with English as an additional language will be monitored carefully to establish whether their needs are due to a learning difficulty within their understanding of English. We do not consider that children who are having learning difficulties solely because their home language is different from English to have Special Educational Needs. In these instances support is provided by our Literacy Development Worker to assist a child in developing their understanding of English.

Where children are identified as having special educational needs, they will follow a progressive system that aims to provide the best support for the child's needs

- Monitoring
- SEND Support or
- Education Health and Care Plans

Monitoring

At Christ Church CE Academy, the first stage in identifying that a child has special educational needs is the 'monitoring' stage. When a teacher receives a new class, children with SEND are identified. We also identify children who are displaying some low level additional needs. We highlight these as 'monitoring'. Every attempt will be made by a class teacher to ensure that the needs of these pupils are met through quality first teaching. However, in some instances, they may require SEND support through additional provision.

SEND Support

Support is provided through interventions that are additional and different from the quality first teaching taking place in the classroom. School run a number of provisions that support learning and communication difficulties, physical difficulties and social, emotional and behavioural difficulties. These intervention groups are led by specialist teachers, highly trained support staff, the learning mentor and the nurture group leaders.

Children who require SEND Support will receive an Individual Education Plan (IEP), which will identify personalised targets. These will be written and reviewed 3 times a year in consultation with parents and the child.

For some children whose needs cannot be directly met in school, a request for the involvement of specialist services is made, who will support school and parents in meeting the needs of the child. Where the needs of a child are more profound and require more specialised intervention and support covering more than one area of SEND, they will receive a 'My Support Plan', which is reviewed termly in consultation with parents, external agencies and the child.

My Support Plans will also form the basis of a request for an Education, Health and Care Plan (EHCP). School will also begin collecting evidence to make a request for an Education, Health and Care Plan (EHC plan) if this is deemed necessary.

How is an Education Health and Care Plan (EHC plan) created?

For children who require further support to access the learning within a mainstream school, a request will be made for an EHC plan

The request will provide evidence of:

- The school's action through SEND support
- targets for the child or My Support Plans
- Records of reviews and their outcomes
- The pupils health including medical history where relevant
- National Curriculum levels
- Attainments in literacy and maths
- Specialists reports
- Views of parents and child
- Involvement of other professionals
- Social service or educational welfare service involvement

When the request is completed it will be forwarded to the Local Authority to consider whether an EHC plan is needed. Where the evidence presented to the Local Authority suggests that the child's needs have not responded to support provided by the school and specialist services they will begin to consider the case for an EHC plan.

A series of meetings will be held involving the Local Authority, specialist services, school and parents to decide the degree of the pupil's learning difficulty and the nature of the provision necessary to meet the child's special educational needs. This will form the basis for the plan.

A child will retain their EHC Plan throughout their educational career. The targets on a plan will be reviewed annually with the parents, the child, the Local Authority, the school and specialist services that are involved. They will consider whether any changes need to be made to the description of the pupil's needs or to the special educational provision specified in the plan.

The annual review should focus on what the child has achieved as well as on any difficulties that need to be resolved.

NB: The EHC plan will replace statements of Special Educational Needs.

Role of governors

The governing body will ensure that:

- provision is of a high standard.
- a 'responsible person' is identified to liaise with the SENCO and report on issues surrounding SEND.
- children are fully involved in school activities.
- they have regard to the Code of Practice when carrying out its duties.
- parents are reported to on the implementation of the school's SEN policy.
- they are aware of school policy and ensure its implementation.

Our SEND governor is Mr Pierre French

Role of Head teacher

- inform the governing body about SEND within school.
- meet regularly with SENCO to ensure clear strategies are in place for the management of SEND.
- work with the SENCO to develop a positive, flexible, working relationship with parents and outside agencies.

Role of SENCO

- overseeing the day-to-day operation of the school's SEND policy.
- coordinating provision for children with special educational needs and disabilities.
- to liaise with staff in order to monitor pupil progress.
- to meet with the SEND governor on a half termly basis to evaluate pupil progress and discuss any SEND issues that may arise.
- to report to governors annually.
- to liaise with parents and arrange reviews/meetings.
- to liaise with external agencies.

- to support teachers involved in drawing up support plans, EHCP requests and review the work of the school in this area.

Role of class teacher

- being aware of the school procedure for the identification and assessment for SEND pupils.
- collaborate with the SENCO to decide the action required to assist the pupil to progress.
- work with SENCO to collect all the available information on the pupil.
- to be responsible for writing and reviewing Individual Education Plans (IEPs) in consultation with relevant support staff.
- develop constructive relationships with parents, sharing targets, reporting on progress.

INSET

INSET is provided where necessary and will be included in the SEND action plan for Christ Church CE Academy.

Where staff feel they require training around any of the issues associated with SEND, they will be able to attend any relevant courses.

The SENCO will attend termly SENCO network meetings and keep staff informed of national and local issues regarding SEND.

Staff who deliver intervention will receive appropriate training before intervention begins.

Partnership with Outside Agencies

The school will liaise with outside agencies to discuss how to provide the best support for children with special educational needs. We will keep them fully informed of the support being provided in school. Similarly, outside agencies will report to school on any issues that have been raised through their meetings with a child.

Partnership with parents

Christ Church CE Academy believes in developing a strong relationship, particularly with parents. This will enable children with SEND to achieve their potential. We recognise that parents have a unique overview of their children and how best to support them. This provides them with a key role in the partnership. At all stages of the SEND process the school will keep parents fully informed and involved. We will take account of the wishes, feelings and knowledge of parents and encourage them to make an active contribution to their child's education.

Partnership with pupils

Whenever appropriate, from an early age, children will be encouraged to be actively involved in setting targets and reviewing their performance.

Complaints procedure

The school complaints procedure is available to parents/carers on request from the office. The SEND Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. These will be explained to parents as required.

Evaluation

Christ Church Academy will evaluate the success of the policy in the following areas:

- Resourced allocation and its use.
- Children identified at each stage with SEND.
- Progress of identified children.
- Scrutiny of support plans.

Reporting

The effectiveness of this policy is reported to the governing body via the SEND Governor and by the evaluations noted. The head teacher will keep governors updated in the termly Head Teacher's Report. The SENCO will deliver an annual report to governors.

This policy will be reviewed annually by all staff and the governing body.