



# **CHRIST CHURCH CE PRIMARY SCHOOL**

**AND THE CHILD GREW AND BECAME STRONG (LUKE 2:40)**

## **SEND Policy**

At Christ Church CE Primary School we believe that every teacher is a teacher of every child – including those with special educational needs and/or disabilities. Quality First teaching is vital; however for some children there are occasions when further additional support may be needed to help them to achieve their targets.

We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. At Christ Church we aim to raise the aspirations and expectations for all children with SEN, providing a focus on outcomes.

### **Objectives**

1. To provide effective support and provision, with the resources available, for those children who have been identified as having a special educational need, in order that they may reach their full potential.
2. To ensure that a child's individual needs are made known to all who are likely to teach them.
3. To ensure these children have appropriate access to all aspects of the curriculum and are included in all activities, so far as is reasonably practical.
4. The school will have regard to the Special Educational Needs Code of Practice when carrying out its duties toward all pupils with special educational needs and ensure that parents are actively involved in decisions by the school regarding SEN provision being made for their child.
5. To recognise the vital role of parents in enabling children with SEN to achieve their potential. All parents/carers of such children will be treated as partners and supported to play an active and valued role in their children's education.
6. To value the views of the individual child regarding their education. They will be encouraged to participate in the decision making process and contribute to the assessment of their needs, the review and transition processes.
7. To work in close partnership, where appropriate with outside agencies to support children who have special educational needs.

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## **Definition of Special Educational Needs (S.E.N.D Code of Practice for 0-25 years, DFES 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 children of the same age.
- (B) Have a disability that 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.

For children ages two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

A child under compulsory school age has special educational needs if they fall within the definition at A or B above or would so do if special education provision was not made for them. (Section 20 Children and Families Act 2014)

The Code of Practice recognises that children's needs and requirements may fall within or across four broad areas. These areas are.

### **Communication and Interaction**

This covers difficulty with different aspects of speech, language or social communication.

### **Cognition and Learning**

This is where children and young people learn at a slower pace than their peers, even with appropriate differentiation, and covers moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). It also includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.

### **Social, emotional and mental health difficulties**

This area covers difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. These difficulties may manifest themselves in many ways including challenging, disruptive or disturbing behaviour.

### **Sensory and/or physical needs**

For example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have a special educational need that covers more than one of these areas.

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**Co-ordinating and Managing Provision**

a) The headteacher Mrs. C Hill and Inclusion Managers- Mrs M Clarke and Mrs E Monaghan are responsible for:-

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers and support staff
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of staff
- liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.

b) The Assessment Co-ordinators –Mrs C Gornall and Mrs C Malley are responsible for:

- termly tracking of children's progress and attainment in line with norms expected for each cohort/age group
- liaising with Inclusion Managers to inform of concerns

c) The Head Teacher – Mrs C Hill is responsible for:-

- day-to-day management of all aspects of the school's work, including provision for pupils with SEN
- informing the Governing body
- working closely with the inclusion managers. (Mrs M Clarke , Mrs E Monaghan )

d) Role of the Governing Body – SEN Governor – Mrs. S. Taverner

- The Governors, working in partnership with the Headteacher, have responsibility for monitoring the school's general policy and approach to meet the needs of SEN pupils
- Through the performance management process, Governors ensure that objectives for leadership and the school development plan include SEN.
- Through the school's self-review procedures Governors monitor effectiveness of the school's SEN policy and provision.
- All governors will have an up-to-date knowledge of the school's SEN provision, but Governors will be designated to have specific roles for SEN.
- The Governing body will report to parents annually on the school's SEN policy.

e) Teachers have responsibility for:-

- Quality first teaching for all pupils.
- devising strategies and identifying appropriate methods of access to the curriculum
- working with the pupil in providing further help on a daily basis
- planning and delivering an individualised programme.

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## f) Support Assistants

Teaching Assistants support individuals and groups of pupils throughout the school, particularly;

- supporting pupils in achieving targets identified in IEPs and EHCs.
- differentiating provision for groups of pupils as identified in school support strategies.

## **Admission Arrangements**

This school is happy to accept any child who has already been identified as having a special educational need. Each case will be assessed when such an application is made and entry will be subject to:

- a) the appropriate support and facilities being available within the school.
- b) the well-being of the receiving class must be considered.
- c) ramps and a fully equipt medical room with a disabled toilet, changing bed and shower are available to accommodate less able-bodied pupils and visitors to the school.

## **Allocation of the School's SEN resources**

Funding for SEND, which includes delegated budget, SIS funding and Statements of Educational Need, is used primarily to provide extra staff and training to support individual children's particular needs. This has included:

- Positive behaviour management and assertive discipline
- Sounds Write
- Numicon
- Talking Partners/ Speech, Language and Communication
- ASC
- Sensory impairment
- Dyspraxia
- Dyslexia

Money is also allocated to spend on materials and other resources, which will enhance the learning process of SEND children.

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## Identification and Assessment of Pupils with SEN

### Quality First Teaching

Strategy meetings are held each term. Here, the class teacher meets with the Headteacher to discuss the progress of the children in their class. This shared discussion may highlight any potential problems in order for further support to be planned. Any children who are falling significantly outside the range of expected academic achievement in line with the predicted performance indicators will be monitored.

- a) Once a child has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the child's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- c) The Inclusion Managers will be consulted as needed for support and advice and may wish to observe the children in class and/or carry out a more detailed assessment of the child's needs.
- d) Through (b) and (c) it can be determined which provision the child will need going forward.
- e) If a child has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- f) Parents will be informed 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.
- g) The child is recorded by the school as being under observation due to concern by a parent/carer or a teacher but this does not automatically place the child on the school's SEN register. Any concerns will be discussed with parents informally or during parent's evenings.

### Stage 2

If a child has been identified as having a special educational need, they will be placed on the Special Educational Needs Register. Action will be taken to remove barriers to learning and effective special educational provision will be put into place. The class teacher will provide interventions that are additional to those provided as part of the school's usual differentiated curriculum. This will be called **Stage 2**. The triggers for intervention through Stage 2 will be concern, underpinned by evidence, about a child who, despite receiving differentiated learning opportunities, makes

- little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.

These interventions will be tracked, monitored and reviewed to measure impact. If required, an Early Help will be set up by either, M. Clarke, E Monaghan or A Southern (Pastoral Manager). The school follows the guidance contained in the Special Educational Needs Code of Practice (2014). This recommends a graduated approach to SEN support. The support provided consists of a four part process:

- **Assess** (This involves clearly analysing the child's needs using the class teacher's assessment and experience of working with the child, details of previous progress and attainment, as well as the views of the child and parents/carers. Barriers to learning should be clearly identified at this stage)
- **Plan** (Clear, achievable targets will be set and recorded on an individual education plan (IEP). Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the child, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought)
- **Do** (The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even when 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 assess the impact of support and interventions. The Inclusion Managers will provide strategic support during this stage)
- **Review** (The class teacher, in conjunction with the Inclusion Managers will revise the type and level of support and, if necessary the cycle will begin again)

### Stage 3

A request for support from external services is likely to follow a decision taken by the Inclusion Managers and colleagues, in consultation with parents. At **Stage 3**, external support services will usually see the child, so that they can advise teachers on new IEPs with fresh targets and accompanying strategies, provide more specialist assessments to inform planning and the measurements of a pupil's progress, give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for Stage 3 will be that, despite receiving individualised support under Stage 2, the child:

- continues to make little or no progress in specific areas over a long period
- continues working substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and mathematics skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group despite having an individualised behaviour management programme and behaviour support plan
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has on-going communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When school seeks the help of external support services, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The resulting IEP for the child will set out fresh strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the IEP and reviewing their success or otherwise, continues to be the responsibility of the class teacher, supported by the Inclusion Managers.

### **School request for a EHC (Educational Health Care Plan)**

Where a request for a statutory assessment is made by the school to the LEA, the child will have demonstrated **significant** cause for concern over time. The LEA will need information about the child's progress record, and will also need documentation in relation to the child's special educational needs and any action already taken to deal with those needs (process evidence), including any resources or special arrangements put in place. The school will provide this evidence through graduated stages. This information may include:

- views of the parents/carers and of the child.
- individual education plans for the pupil
- records of regular reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- attainments in English and Mathematics
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist

### **Monitoring of Pupils with SEN**

- Planning meetings, which are attended by the Inclusion Managers, TESS (Targeted Education Support) teacher, head teacher and educational psychologist are held twice a year. This is an opportunity to review the SEND list and draw up an action plan for the following six months.
- Mrs Julie Thomson, our TESS teacher visits the school assisting in the monitoring process by testing and giving advice.
- Educational Psychologist sessions are allocated by LA according to a formula based on school data. NB An assessment +written report =2 sessions
- IEPs reviewed regularly at a meeting with parents/carers and child.
- Assessments. (Inc BSquared were appropriate to identify small steps of progress)
- Tracking.
- Observation.

## **Whole School Inclusion for Pupils with SEN**

- a) All children with SEND are fully integrated in the normal classroom situation. Access to the curriculum is generally through differentiated work as appropriate to the situation and support. This support will follow a graduated approach with provision being mapped against good quality first teaching; Stage 2 (targeted group interventions, that are additional to/from, to bring children's learning in line with that of their peers); Stage 3 (individual provision for more significant Special Educational Needs) including gathering evidence should there be a need to reach Stage 4 (application for an EHC plan). Each key stage has a variety of arrangements to accommodate the graduated approach. All children with S.E.N.D interact with other pupils and are not isolated by the different nature of the tasks they are given to do.
- b) We also operate a Nurture Room, which is an opportunity to support children whose needs require more intensive personal support. This may be a response to home circumstances, emotional needs, behaviour needs. The Nurture Room (known as the Family Room) operates in an afternoon and is run by our Pastoral Manager Mr A Southern.
- c) Interventions – Throughout school classes will have targeted intervention programmes, these are monitored by Inclusion Managers and impact is discussed at termly strategy meetings.

## **Evaluation of the Success of this Policy**

The success of this policy may be defined as follows:

- a) having effective systems in place for identifying and assessing pupils
- b) keeping accurate records of all pupils who need to be on the special educational needs list
- c) producing well defined and realistic IEPs, that are used as a working document
- d) creating a school atmosphere in which pupils' individual differences are valued
- e) having the support of parents in the learning process
- e) ensuring that all parents are fully aware and involved in the special educational provision provided in the school for their child.
- f) that children make sufficient progress to move off The Code of Practice.

## **Arrangements for Complaints**

If parents feel that the school has not adequately met their child's needs or has not recognised that their child has S.E.N.D they should consult Mrs Hill who will, if necessary, refer the matter to the chair of governors who will follow the governors' complaints procedure.

### **Staffing Policies and Partnerships beyond the School**

- Inclusion Managers attend INSET sessions and cluster group meetings. They report back to the staff and keep them fully informed about new initiatives.
- SEND training for staff is organised, both within school and with outside agencies.

### **Support Services Outside Schools (including health/social care etc.)**

We are fully aware of what is available in this field:

- Wigan-Targeted Educational Support
- The Sensory Impaired Team
- The Psychology Service - designated Psychologist
- The Child Psychiatry Unit
- Primary Child Mental Health Team
- The Behaviour Support Team
- EAL Team
- Traveller Team
- Wigan Family Welfare-Counselling
- Startwell
- CAMHS

We regularly work closely with a variety of these departments (e.g Educational Psychologist, TESS Teacher, EAL Wigan Family Welfare) seeking advice or support for our children wherever available. All services can easily be contacted for advice when needed. We follow the policy of joined-up working between agencies wherever possible, adopting a problem solving strategic approach using assessment where applicable.

### **Partnership with Parents**

- We aim to notify and involve parents immediately there is a concern about their child's learning development; their views are welcomed and registered. They will be given the opportunity to work with the teacher as a partner in helping their child to succeed.
- We operate an 'open door' policy whereby our staff are always available to give advice and support.

### **Links with Other Schools (including transfer and transition)**

When a child transfers to another school the relevant records are passed on; we consider that our channels of communication to be good. For Year 6 children moving on to High School, recent SEND documentation including IEPs will be passed to receiving SENCOs to inform High School transition planning as soon after placements are announced as possible. All documents are signed for and adhere to the GDPR guidelines.

This policy is subject to be reviewed in September 2019

M Clarke (KS1 Inclusion Manager)

E Monaghan (KS2 Inclusion Manager)