



SEND Policy

**Christ Church CofE (VA) Primary School and
Nursery**

November 2022

Christ Church School works inclusively with our families to maximise the learning potential of all children in our community. Pupils with SEND are valued members of our school community and every effort is made to support their individual needs.

This policy has been written in accordance with the SEN Code of Practice 2015.

DEFINITION OF SPECIAL EDUCATIONAL NEEDS

The definition of Special educational Needs, as outlined in the SEND Code of Practice 2015:

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

Children fulfil this criterion if they:

- a) Have significantly greater difficulty in learning than the majority of others of the same age, or
- b) Have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age, or
- c) Have emotional or behavioural difficulties that interfere with their ability to learn.

Children must not be regarded as having SEND solely because:

- They have a disability
- The language of their home is different from the language in which they will be taught
- Slow progress or attainment
- Persistent disruptive or withdrawn behaviours

Every teacher is a teacher of every child or young person including those with SEND.

AIMS

Every school is required to identify and address the SEND of the pupils that they support. Christ Church School will aim to:

- Encourage learners to express their views and be fully involved in their learning
- Encourage all children to develop confidence and recognise value in their own contributions to their learning, giving them high self esteem
- Identify children with special educational needs as early as possible and ensure that all their needs are met
- Maximise the opportunities for children with special educational needs to join in with all the activities of the school
- Ensure that all learners have equal access to a broad, balanced curriculum which is scaffolded and differentiated to meet individual needs and abilities
- Ensure parents are fully informed of their child's special needs and strategies employed in school to help their child succeed
- Maintain liaison with outside support agencies
- Ensure staff have access to appropriate training and support groups
- Maintain effective liaison between staff in school.

OBJECTIVES

Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and services (and feeding schools or early years settings) prior to the child's entry in to the school. Where needs have not been previously identified, staff have an obligation to report observations to the SENCo.

Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.

Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the Head Teacher, SENCo and Class Teachers and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.

Work with parents to gain a better understanding of the child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

Create a school environment where pupils can contribute to their own learning by offering all students the opportunity to voice their own opinions. This is achieved by encouraging positive relationships with adults in school and carefully monitoring the progress of all pupils at regular intervals.

ROLES AND RESPONSIBILITIES

All teachers are teachers of pupils with special educational needs. Teaching such pupils is therefore a whole school responsibility, requiring a whole school response.

- The person responsible for overseeing the provision for children with SEND is Mrs Ania Vaughan (Head Teacher).
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Liz Sinclair (SENCo)

SEND Co-ordinator (SENCo)

The SENCo has day-to-day responsibility for the operation of the SEN policy and coordination of specific provision made to support individual pupils with SEND.

The SENCo provides professional guidance to colleagues and will work closely with staff, parents and other agencies.

The SENCo is responsible for:

- Holding details of all SEND support records such as Provision Maps, Intervention records and Pupil Support Plans (PSP) for individual pupils.
- Liaising with members of staff who have expressed a concern about a specific child as to whether a PSP needs to be started or whether the identified child could benefit from support from external agencies. The SENCo then collects/collates all the relevant information, fills in the

forms and applies for referral to the relevant service. She is also responsible for writing applications to apply for exceptional needs funding and Education, Health and Care Plans.

- Maintaining a list of children with SEND support and monitoring their progress and attainment and the impact of support and interventions.
- Liaising with other schools and outside agencies such as educational psychologists, speech and language therapists, advisory teachers and outreach support staff.
- Ensuring, through active collaboration with colleagues, that the learning of all children is given equal priority and that available resources are used efficiently in support of this purpose.
- Liaising with secondary school SENCoS prior to the time of transfer to ensure effective continuity of provision.
- Facilitating relevant training for teachers and learning support assistants.
- Developing resources suitable to support SEND.

Class Teachers

The role of class teachers is to ensure that their planning and delivery of lessons seeks to challenge all the children in their class, including those with identified special education needs. Our first step in responding to pupils who have or may have SEND is high quality first teaching. It is the responsibility of the class teacher to:

- Identify children with a possible special educational need and seek support from the head teacher and SENCo.
- Maintain liaison with parents and complete any paperwork required of them such as PSP's behaviour logs, etc (with the support of the SENCo as needed).
- Devise and implement learning strategies and support for individual children.
- Liaise with the SENCo to ensure the needs of individual pupils are met through the implementation of the identified strategies/interventions.
- Remain responsible for working with the children on a regular basis.
- Work closely with the LSA's and specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Implement the school SEND policy.

Learning Support Assistants (LSA's)

Learning Support Assistants work under the direction of the class teacher or SENCo to support children with SEND. Their responsibilities may include working with individual children on their own or in a small group following a programme of work formulated by the class teacher or SENCo which follows recommendations from external support agencies where appropriate.

ADMISSIONS

The Governing body has adopted the Local Authority admissions criteria which does not discriminate against children with special educational needs and its admission policy has due regard for the guidance in the Code of Practice.

SEN SUPPORT

The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process indicated below:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes and is carried out in the form of a Pupil Support Plan (PSP).

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the individual's development in comparison to their peers and national data and the views and experience of their parents. The opinion and feelings of the pupil and, if relevant, advice from external support services will also be considered. Any parental concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing. This assessment will require regular review to ensure that support and intervention are matched to need; barriers to learning are identified and overcome, and that there is a clear picture of the interventions put in place and their effect is developed. Where external

support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

When it is decided to provide a pupil with SEND support, the teacher should agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place; this should include the expected impact on progress, development or behaviour, along with a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil 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

Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or 1:1 teaching away from the classroom. They will work closely with learning support assistants and relevant specialist staff to plan and assess: the impact of support; interventions and links with classroom teaching.

Review

Reviewing pupil progress is ongoing but made every 6 weeks following a run of intervention or target based teaching and recorded on class intervention records. The review process will evaluate the impact and quality of the support and interventions. The SENCo will revise the support and in light of pupil progress and development, make any necessary amendments going forward, in consultation with parents and teachers as appropriate.

When the school has evidence that a child is making insufficient progress despite significant support and intervention as outlined in their PSP, we may seek further advice and support from outside professionals. Children and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The range of support will be similar to that made within school but will typically be more intensive, individualised and sustained. In addition, advice from outside professionals will be incorporated in to the PSP and these professionals will be invited to contribute to the monitoring and review of the progress.

EDUCATION, HEALTH AND CARE PLANS (EHCP)

Some pupils with more complex SEND, may need an assessment by the Local Authority to see if they would benefit from having an EHCP. This is a legal document which sets out any additional support required to meet the special educational needs of a child or young person.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a child's needs, they have still not made expected progress, the school would consider requesting an Education, Health and Care needs assessment. The Local Authority will then look at the evidence available and decide whether a statutory assessment is necessary.

If the Local Authority agrees to carry out a statutory assessment and finds that the pupil's needs cannot be met with the usual support available in school, they will produce an EHCP.

Once the EHCP has been completed and agreed by both the school and parents, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. This review enable provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

COMPLAINTS PROCEDURE

The school's complaints procedure is available form the school website.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head or SENCo who will be able to offer advice on formal procedures for complaint if necessary.

IN SERVICE TRAINING (CPD)

The school gives all staff opportunities for training, taking into account school priorities as well as personal professional development. Particular support will be given to newly qualified teachers and other new members of staff. Relevant literature is distributed to staff and inset days are used to train staff. The SENCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focussed external training opportunities for all staff.

PARTNERSHIP WITH PARENTS

The child's class teacher will work closely with parents at all stages in his/her education and should be the first point of reference in case of any difficulty. The SENCo may also signpost parents of pupils with SEND to the Local Authority Parent Partnership service where specific advice, guidance and support may be required.

Hertfordshire County Council publishes a Local Offer, setting out in one place, information about provision they expect to be available across education, health and social care for children and young people in their area who have SEND or are disabled, including those that do not have Education, Health and Care (EHC) plans.

HCC Local Offer: [The Hertfordshire Local Offer](#)

Christ Church publishes information on the school website about the implementation of the SEN policy. This is called the SEND Information Report.

LINKS WITH OTHER SCHOOLS

The school regularly accesses advice and support from other SENCOs in other schools, maintaining confidentiality at all times.

Advance planning for children in Year 5 is essential to allow appropriate options to be considered. The SENCO will liaise with the SENCO of the secondary schools serving the area to ensure that effective arrangements are in place to support children at the time of transfer. When children move to another school, their records will be transferred to the next school within 15 days of the child ceasing to be registered.

LINKS WITH OTHER AGENCIES AND VOLUNTARY ORGANISATIONS

Christ Church School invites and seeks advice and support from external agencies in the identification, assessment and provision of SEND. The Head Teacher and SENCo are the designated persons responsible for liaising with them.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.