

# **Christ Church C of E Primary School**

## **Special Educational Needs Policy**

### **Statement of Intent**

At Christ Church C of E Primary School we believe that all children are entitled to a broad, balanced and relevant curriculum. All children are encouraged to achieve their full potential and participate in the social and academic life of the school. We aim to provide educational experiences that take into account the individual needs of all children and are appropriate to their level of ability.

### **Aims**

1. To maintain the graduated process of assessment and review, as outlined in the Special Educational Needs and Disability Code of Practice 0 – 25 (2014) and Children and Families Act (2014).
2. To ensure the equality of opportunities for all children.
3. To develop a system for the early identification of a child's SEN.
4. To work in partnership with parents, actively encouraging their participation.
5. To take into account the views of the child.
6. To seek support from outside services, when required, so that the child's needs are addressed as early as possible.
7. To take into account SEN when identifying staff training needs.

### **SEN Coordinator**

The current SENCO is Sarah Pay.

### **Coordination of SEN provision**

The SENCO's role is to monitor the smooth running of SEN provision within the school. She liaises with parents, teaching staff and non-teaching staff, the head teacher and external services. Sarah Pay has two days per week non-contact time in order to carry out her duties and to hold reviews for all SEN children. Karen Bell is the Intervention Co-ordinator, having responsibility for timetabling of provision. The Head Teacher, Gill Taylor, is the 'responsible person' for SEN provision and Sarah Clarke is the SEN Governor.

### **Admission arrangements**

Christ Church C of E Primary School has adopted the criteria set out in the LEA's Admissions Policy. The criteria are as follows:

1. Where there will be an older brother or sister in attendance at the time of admission.
2. Where the child has a special medical condition and the school has the physical and human resources to give the child access to the National Curriculum.
3. The home address relative to that and other schools.

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### **Access facilities and provision**

Christ Church C of E Primary School has an accessibility policy. The entire ground floor of the school is accessible by wheelchair. In addition to this the school is equipped with disabled toilet facilities.

### **Allocation of resources**

The school has a set amount of money designated for SEN. This is used to provide additional teacher or teaching assistant time for children receiving SEN Support or with an Education, Health and Care Plan, as well as to buy resources and equipment.

Class teachers constitute the main resource for SEN, supporting children through differentiation and use of additional adults in the classroom.

### **Identification, assessment and review**

As a result of the new SEND (Special Educational Needs and Disability) Reforms 2014, pupils who were previously School Action or School Action Plus will be identified as SEN Support. Pupils with a Statement will now have an Education, Health and Care Plan (EHC Plan).

SEN Support - the class teacher will liaise with the child's parents, the SENCO and the child to plan and implement a map of provision. The targets and individual pupil progress will be reviewed termly. External support services will be involved as appropriate.

Education, Health and Care Plan (EHC Plan) – the local authority conducts an assessment of education, health and care needs when specialist provision may be made. This route is used for pupils with severe, significant and complex needs. The plan has a focus on outcomes and forms a four part cycle of 'assess – plan - do – review'. Reviews may be more frequent for pupils with an EHC plan.

The views and wishes of both the parents and the child are taken into account at all stages. Parents are kept informed at all times.

### **Access to the curriculum**

All children experience the full range of curriculum opportunities. Teachers plan for differentiation within the classroom ensuring that all children gain access to the curriculum at their level. Wherever possible all children have access to extra-curricular activities. The four strands of action, as set out in the Code of Practice, are taken into account when planning provision for children with SEN. These strands are:

- Assessment, planning and review
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

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## **Pupil participation**

The views of the child should be sought where practical, taking into account age, maturity and capability. When the initial concern form is completed the views of both the parent and child are sought. Targets are discussed with the child and where appropriate they have input into target setting. Prior to a review, progress towards targets are discussed with the child.

## **Partnership with parents**

At Christ Church C of E Primary School we value our partnership with parents. When School is considering placing a child on the SEN register, parents are consulted. Parents are also consulted and kept informed about additional provision for their child. Regular meetings are held in school with the child's parents/guardians to discuss provision and progress. Parents are also invited to complete an annual SEN questionnaire.

## **Inclusion**

We actively 'seek to remove barriers to learning and participation that can hinder or exclude pupils with SEN.'

We engender 'a sense of community and belonging and encourage all involved to come together and support each other.' (Inclusive Schooling DfES 2001)

The school has regard to the following guidance and legislation:

- Inclusive Schooling (November 2001)
- Special Educational Needs and Disability Act (2001)
- Disability Discrimination Code (2002)
- Special Educational Needs and Disability Code of Practice 0 – 25 (2014)
- Children and Families Act (2014).

## **Policy Evaluation**

The school's SEN policy will be successful if the following criteria are met:

1. Self-esteem and confidence are developed.
2. Adequate progress is made in learning, social and personal skills or improvements are made in behaviour.
3. Pupils are fully included in the normal life of the school.
4. Parents are kept informed and are able to work in partnership with the school.
5. Children receive the support and advice needed to achieve their potential.
6. Resources are used effectively.

## **Complaints procedure**

The school will initially attempt to resolve a complaint at school level within one week of the complaint having first been made. The Head Teacher must be informed.

\*The procedure is firstly, the class teacher attempts to resolve matters then if required the SENCO and/or Head Teacher becomes involved. North Tyneside Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) may also become involved at this stage.

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\*If the complaint is unresolved, then the person making the complaint is advised of their rights under section 23 of the Education Reform Act, to make a formal complaint. The governing body will consider the complaint, after which, if necessary, the LEA will become involved.

### **SEN training**

SEN training needs are included in the School Development Plan. The SENCO and other identified members of staff attend courses provided by the LA in order to increase their expertise and knowledge with regard to SEN. The information is disseminated to all staff through INSET or in writing. Where appropriate outside services are brought in to deliver INSET on particular aspects of SEN.

### **External services**

We have good working relationships with a range of external services including Educational Psychology, Speech and Language Services, Language and Communication Team, Occupational Therapy Service, Dyslexia Team, Dyscalculia Team, Silverdale Behaviour Outreach and the school nurse.

The SENCO has a list of named contacts, with addresses, telephone numbers and email addresses. Requests for these services are made as appropriate following consultation with parents.

### **Links with other schools**

The SENCO liaises with the neighbouring high schools. Staff from the relevant school are invited to EHC Plan reviews and to SEN Support reviews for Year 6 children in the summer term as appropriate.

**This policy will be reviewed and amended on a regular basis.**

<b>Last Reviewed</b>	February 2017
Next review due	February 2018

**Lead Person: Mrs Gill Taylor (Head Teacher)**

# Appendix A

## Guidelines for staff on SEN procedures

Identification of type and level of SEN	Staff responsibilities
<b>Class teacher has initial concern about a child's progress, behaviour, speech etc.</b>	<ul style="list-style-type: none"><li>• Any child whom staff are concerned about should first be discussed with the SENCO who will support staff in identification of the next steps.</li><li>• Child may be monitored over a period of time or decision may be to place them at SEN support (see below).</li></ul>
<b>In liaison with SENCO, the decision is made to place child at SEN support.</b>	<ul style="list-style-type: none"><li>• Class teacher must make appointment to see child's parents to discuss difficulties. Parent must sign a consent form to give permission for their child to be placed on the school's SEN register. <b>There is also a section on this consent form for parents and pupil to write their views (if appropriate) or staff to complete on their behalf based on the discussion held.</b></li><li>• This form must go to Sarah Pay who will set up an individual SEN support file.</li><li>• Following consultation with SENCO and Class teacher, Karen Bell (Intervention Co-ordinator) must write the child into the provision map which is shared with parents at review meetings. One copy must be kept in the class SEN file and another sent to Sarah Pay for the SENCO file.</li><li>• The SENCO produces a profile sheet for the pupil describing the area of need, interventions and strategies to be used. All external agencies involved are also recorded alongside details of any SEN assessment information. A copy of the profile sheet will be kept in the SEN file in class and within the pupil's individual SEN file held by the SENCO.</li><li>• Provision maps to be reviewed termly with parents in the review meetings. Teachers to update sooner if targets met.</li></ul>

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<p><b>A child at SEN Support is not making sufficient progress despite targets and current level of support. Refer to external agency.</b></p>	<ul style="list-style-type: none"><li>• Class teacher to speak to SENCO who will look at provision maps, recent assessments and current support to establish if alternative targets or provision would be appropriate.</li><li>• Decision may be to refer to external agency.</li><li>• Class teacher to ensure parents are aware of and happy to go ahead with referral.</li><li>• Once parental consent has been given, class teacher to complete relevant referral form from SENCO.</li><li>• SENCO will send a copy to relevant agency and keep a copy of the referral documentation within the pupil's individual SEN file.</li><li>• An appointment will be made to speak to parents when a report has been received.</li><li>• SENCO will inform staff and parents of dates of assessments.</li><li>• SENCO will look at support timetables and amend as necessary to increase level of support or alter type of intervention.</li></ul>
<p><b>Child at SEN support to be considered for EHC Plan.</b></p>	<ul style="list-style-type: none"><li>• SENCO and Head Teacher to discuss with class teacher and relevant agencies to agree that a request for EHC Plan is appropriate.</li><li>• Meeting held with parents to discuss next steps and ensure they are in support of the application.</li><li>• SENCO to collate necessary evidence and paperwork in support of the request in liaison with parents, staff, other agencies and Head Teacher.</li><li>• Request submitted.</li></ul>