



SEND Policy

Christ Church CE (c) Primary School

This policy complies with the statutory requirements described in the SEND Code of Practice 0-25 years (2014) and has been developed through consultation with all stakeholders. It has been written with reference to the following guidance and documents:

- Equality Act 2010
- SEND Code of Practice 0-25 years (2014)
- Statutory guidance on supporting pupils with medical conditions 2014
- The National Curriculum in England primary framework document 2014
- Safeguarding policy
- Accessibility plan (March 2019)
- Teachers Standards 2012

Rationale and objectives of the policy:

At Christ Church, we are committed to providing a fun, stimulating, broad and balanced curriculum to ensure the best possible progress for all of our pupils. Each pupil at Christ Church is valued and supported, whatever their needs or abilities. We encourage our pupils to be aspirational, to strive for success and to make progress against their previous achievements. Our aim is for every pupil to leave Christ Church as happy, skilled learners, with a desire to continue learning and be successful in life. We utilise the expertise and experience of our staff to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within our differentiated curriculum. Every teacher is a teacher of every child and young person, including those with SEN.

At Christ Church we aim:

- to be as inclusive as possible;
- to make reasonable adjustments for those with a disability by ensuring increased access to the curriculum, the environment and to printed information for all;
- to meet the needs of pupils with Special Educational Needs wherever possible in a mainstream setting, and regardless of their specific needs, to make the best possible progress in school;
- to identify (at the earliest point, where possible) any Special Educational Needs and make effective provision;
- to reduce barriers to learning and progress.

Objectives:

- To ensure a clear process for identifying, assessing, planning, providing and reviewing for SEND pupils with the pupils at the centre and their parents/carers fully involved in this process.
- To develop effective whole school provision management of support for pupils with special educational needs and disabilities.
- To deliver training and support for all staff working with pupils with SEND in order to develop our practice within the guidance set out in the Code of Practice (2014)



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This policy is intended to set out the vision, values and aims of Christ Church’s SEN provision. It should be read in conjunction with the SEND Information Report, which details the provision available at Christ Church CE (c) Primary school and how the school’s SEND policy will be implemented.

Definition and identification of Special Educational Needs:

Children **may** have special educational needs if they:

- have a significantly greater difficulty in learning than the majority of children of the same age.
- are making less than expected progress given their age and individual circumstances, which can be characterised by progress which:
 - is significantly slower than that of their peers starting from the same baseline
 - fails to match or better the child’s previous rate of progress
 - fails to close the attainment gap between the child and their peers
 - widens the attainment gap
- 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 a mainstream school;
- require special educational provision which is “additional to and different from” that provided within the differentiated curriculum (*Code of Practice 2014*).

Additional factors which are not indicators of SEN may also impact upon progress and attainment, including disability, attendance and punctuality, health and welfare, EAL, being in receipt of the Pupil Premium Grant, being a looked after child and being the child of a service family. All pupils will receive quality first teaching, with those in need of more support receiving additional intervention.

Our provision addresses the four areas of need identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Glossary of terms:

There are many abbreviations used when talking about Special Educational Needs so below is a glossary of most of these terms:

ADD	Attention Deficit Disorder	KS	Key Stage
ADHD	Attention Deficit & Hyperactivity Disorder	LAC	Looked After Child
AOT	Autistic Outreach Team	LA	Local Authority
ASD	Autistic Spectrum Disorder	LST	Local Support Team
BESD	Behaviour, Emotional & Social Difficulties	MLD	Moderate Learning Difficulty
CAMHS	Child & Adolescent Mental Health Service	NC	National Curriculum
COP	Code of Practice	OT	Occupational Therapist
CP	Child Protection	PP	Pupil Premium
CT	Class teacher	SaLT	Speech & Language Therapist
EAL	English as an Additional Language	SEN	Special Educational Needs



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EHA	Early Help Assessment	SEND	Special Educational Needs and/or Disability
EP	Educational Psychologist	SENCO	Special Educational Needs Co-ordinator
FSM	Free School Meals	SENSS	Special Educational Needs Support Services
GLP	Group Learning Plan	SpLD	Specific Learning Difficulty
HI	Hearing Impairment	TA	Teaching Assistant
IEP	Individual Educational Plan	VI	Visual Impairment
CSP	Classroom Support Plan		

The Graduated Approach to SEN support:

At Christ Church, we use a variety of ways to identify whether or not a child may be identified as having special educational needs. **We will take into consideration:**

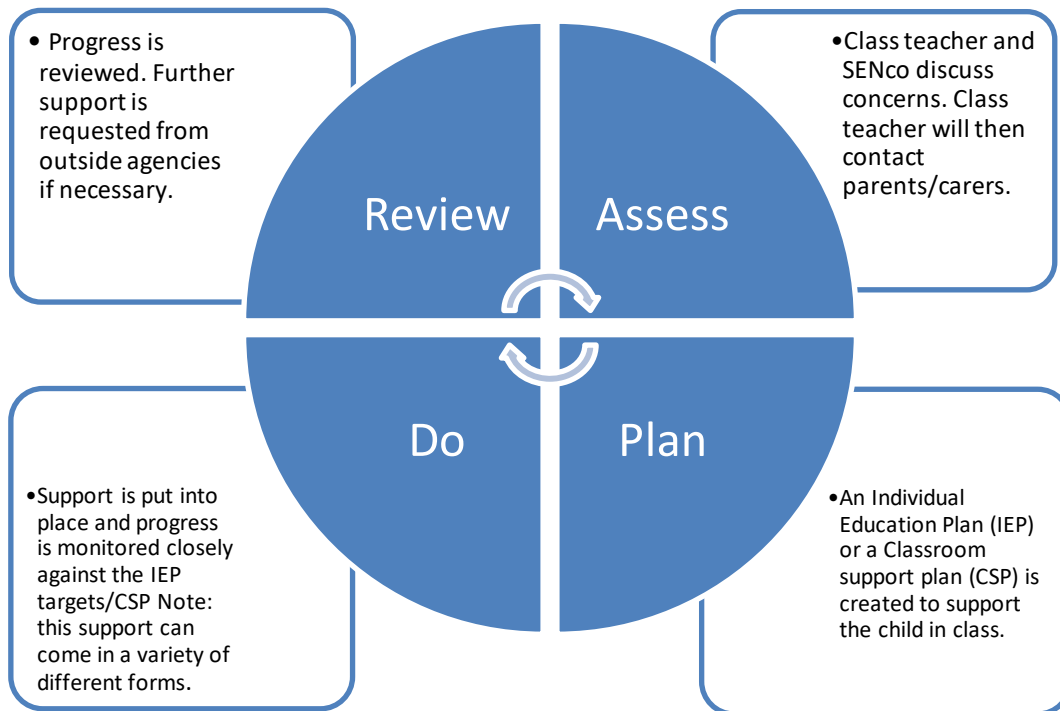
- If there is a lack of progress despite clear differentiation and scaffolding of the learning within the lessons.
- If children are achieving below age-related expectations at the end of the year.
- If a concern is raised regarding behaviour, self-esteem, concentration or attitude and extra support is required to help improve this.
- If there is a change in the pupil's behaviour or progress.
- If external agencies raise concerns.
- If a health diagnosis is received from a paediatrician.

At Christ Church, we know and value all of our pupils. We have rigorous ongoing teacher assessments and termly pupil progress meetings with the leadership team to identify those pupils making less than expected progress. If progress continues to be a concern, despite high quality teaching in the classroom being scaffolded to meet the needs of individual pupils, the teacher will then raise concerns during pupil progress meetings. A discussion in this meeting will be had about what additional intervention can be put into place.

If, after receiving additional intervention, progress continues to be a concern the class teacher will have a discussion with the SENCO about next steps going forward. A discussion with parents/carers and the class teachers will then be initiated and a four-part cycle, known as the graduated approach, begins: Assess, Plan, Do, Review.



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The graduated support cycle enables us to develop our understanding of the pupil's needs and what supports them in making good progress. Throughout each cycle, there is a more detailed approach and more specialist expertise can be accessed as required.

The graduated approach allows pupils to access the right level of support and intervention, focused specifically on the areas of learning they find challenging. A program of intervention is devised between the class teacher and SENCO. The information is shared with any members of staff who work with the child. The intervention then runs for up to six- eight weeks, although changes may be made during this time if the intervention does not meet the child's needs. If a more specialised assessment is needed, the SENCO will contact the relevant external agencies, such as Speech and Language Therapy or the Autism Inclusion Team and discuss further ways forward. Parents/carers will be informed if an outside agency is used to support a child's individual learning needs.

Managing pupils' needs on the SEN register:

It is the responsibility of the class teacher, with support from the SENCO, to manage the needs of pupils in their class on the SEN register or with a CSP. Pupils with an IEP will receive additional support and pupils with a CSP may receive additional support if required. This might be in class support through Quality First Teaching but some support could take place outside the classroom in small groups. The progress of all pupils, including those on the SEN register or with a CSP will be tracked and monitored closely.

Interventions are reviewed at least half termly between staff to evaluate their impact and changes are made in light of our reviews. IEP meetings, which parents/carers are invited to attend, take place every term. Pupils are asked to contribute their thoughts and feelings ahead of IEP meetings. It is vital that the voice of pupils on the SEN register is heard and we greatly value their input in the



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reviews of provision and in the setting of targets. Children with a CSP will not have planned termly meetings to discuss and make changes to the plan. However, the class teacher and/or SENco may ask for a meeting to be called if there needs to be a significant change made on a child's CSP. Pupils will always be informed if specialist services are engaged to work with them. If additional funding is required, the SENCO will apply for this on behalf of the pupil. If an EHCP is necessary, the SENCO will make the application following consultation with the pupil, class teacher, parents and external agencies. The process for this application is set out in the Code of Practice (chapter 9). Please note that there are a set of thresholds which schools use as guidance when making EHCP applications. These thresholds are not set by school. School will use these thresholds to guide discussions with parents/carers about EHCP application requests. School can offer advice to parents/carers as to whether they believe a child's needs qualify for these thresholds, supporting this with internal assessments where needed. Parents/carers also have the right to apply for an EHCP themselves, if they wish to do so.

Supporting pupils and their families:

The local offer produced by the Local Authority [Special Educational Needs and Disabilities \(SEND\) Local Offer | Staffordshire Connects](#) sets out what is normally available in schools to help SEN pupils as well as the options available to support families who need help to care for their child. A set of fourteen questions was developed for schools to reflect the concerns and interests of parents/carers. Christ Church has responded to these questions to enable parents/carers to make decisions about how to best support their child's needs; our response is available in the SEN information report.

Our admissions arrangements can be accessed on the website.

Access arrangements for exams and assessments can be discussed with your child's class teacher to ensure that all pupils' needs are met and suitable support is put in place.

Transition arrangements are detailed in our SEN Information report.

Supporting children at school with medical conditions:

Our policy is available on our website. It is the responsibility of the Head Teacher, class teacher and the SENCO to ensure that children with medical conditions are fully supported at school and that their needs are met. At Christ Church CE (c) Primary School, we are fully compliant with the Equality Act 2010 and Supporting Children at school with medical conditions. All pupils are valued and we offer equal opportunities to all.

Training and resources:

We regard special needs as an integral part of our school, with all of our pupils requiring high quality teaching and learning to address their individual needs and provide them with a challenge. When allocating our budget, we ensure that we have the optimum number of staff available to provide interventions and tailored support to our SEN pupils. This allows us to provide support in class alongside interventions outside of the classroom for children who require additional support.

Training is organised in response to the needs of the pupils or is pre-empted when pupils' needs are already known. Staff recognise that they can request training to support them in their role and that

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Reviewed: July 2024



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every effort will be made to ensure that they are fully equipped to work with our SEN pupils. We encourage staff to utilise each other's expertise in particular areas and provide training when necessary to ensure staff are able to meet all of our children's particular needs.

Across the year school leaders, particularly the Assistant Head Teacher for Inclusion and SENCO, will have frequent discussions with staff about children with SEN/CSP within the school and how we aim to further support these pupils. At key transition times, further arrangements are made to ensure that all staff are aware about the SEN pupils in their class. At the end of an academic year, SEN passports for all children on the SEN register and any child who has a CSP are completed and shared with new class teachers to support transition. These can then be referred to through the year. SEN summary passports for all vulnerable pupils are produced, along with care plans, in a file for each class teacher and anyone covering their class to refer to.

Accessibility:

Our accessibility plan is available on our website. We actively strive to remove any barriers to learning by providing the relevant resources and support to enable all pupils to learn. The site is regularly audited in terms of accessibility. Through consultation with staff during termly pupil progress meetings, resources or learning aids which would support specific pupils are identified. This involves not only access to the physical environment of school, but the delivery of written/audio information to disabled pupils.

All pupils engage in activities available to them, whether they have SEN or not; our ethos is one of inclusivity and our pupils recognise that we are all treated equally no matter what our differences.

How we adapt our curriculum and learning environment

At Christ Church C of E Primary School, we believe that inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the National Curriculum, but also a range of additional opportunities to enrich the experiences of our children. Our curriculum also includes develops the social skills that are essential as we strive to achieve our vision as a church school.

Our school community is underpinned by a strong, shared ethos of high expectations, enthusiasm for challenge, learning and our unique school values. These values guide our curriculum and enable strong links with our Church and community, building resilient learners who are well-equipped for the future.

Why is inclusive education important?

- It improves learning for all children regardless of their needs.
- It promotes understanding, reduces prejudice and strengthens community.



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- It ensures that children with special education needs are equipped with the skills needed to thrive as adults in the future.

Strategies to support inclusive practice in our curriculum

- High quality first teaching using flexible groupings.
- Ensure all pupils can access the curriculum through: ensuring all pupils can hear instructions, using questioning skills to ensure engagement, visual prompts and scaffolds, adapting print to suit needs, using models and concrete manipulatives, use of accessible technology,
- We personalise learning to meet the needs of pupils. Teachers personalise tasks to support all pupils to have the opportunity to be successful. This includes using visual aids and prompts, recording work in different formats and hands-on experiences.

Some of the additional actions we may take to achieve this are:

- Help all pupils achieve to the best of their abilities, despite any educational need or disability they may have.
- Modify the curriculum to meet individual needs.
- Ensure that teaching staff are aware of and sensitive to the needs of all pupils, teaching pupils in a way that is more appropriate to their needs.
- To make suitable provision for children with SEND to fully develop their abilities, interests and aptitudes and gain maximum access to the curriculum.
- Use accessibility tools to help pupils access the curriculum.
- Use a range of recording tools to show the progress the children make.
- Making classroom adaptations, such as quiet spaces for working and seating arrangements.

Roles and Responsibilities of the Head Teacher:

The Head Teacher is responsible for the day to day management of all aspects of the school, including the support for the pupils with SEN and/or disabilities. The Head Teacher gives the SENCO and class teachers the responsibility so that all staff are responsible for ensuring the needs of your child are met.

The Head Teacher will make sure the governing body is kept up to date with any issues relating to SEN.

Roles and Responsibilities of the Governors:

The governing body of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCO for the school. The SEN link governor is responsible for monitoring policy implementation and liaising between the SENCO and the Governing Body.



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At Christ Church we also have a full time Assistant Headteacher (AHT) who leads Inclusion across school, whom is also a SENCO. Our AHT for Inclusion focuses on both the SEN children in school but also the wider inclusion needs of the school too. If parents/carers have any SEN concerns, they may be offered meeting with the class teacher and AHT for Inclusion/SENCO.

SEN link governor: contact via the school office – 01543 227 210

Name of Assistant Head Teacher for Inclusion and SENCO: Lorna Pennock - contact can be made via the school office - 01543 227 210

The SENCO must be a qualified teacher and where they have not previously been a SENCO for a period of at least twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment. At Christ Church, we are compliant to this expectation.

The SENCO has an important role to play with the Head Teacher and governing body, in determining the strategic development of SEN policy and provision in the school.

The AHT for Inclusion and SENCO:

- oversees the day to day operation of the school's SEN policy;
- co-ordinates provision for children with SEN and EHCPs (or statements until 2018);
- liaises with staff to monitor pupil's progress;
- gives advice when progress is slower than expected;
- liaises with outside agencies;
- liaises with early years and secondary school providers;
- ensures that staff are trained to support SEN pupils and how to secure specialist expertise;
- ensures that staff liaise with you as parents of pupils with SEN;
- liaises with previous or potential providers;
- ensures that Christ Church keeps records of all pupils with SEN;
- attends leadership team meetings and regularly meets with the Head Teacher to provide updates.

Julie Pilmore is the named member of staff responsible for managing the Pupil Premium Grant, Pupil Premium Plus funding for Looked after Children (LAC), and is the LAC co-ordinator. She is also the Designated Senior Lead for Safeguarding and Child Protection. The lead DSL is responsible for managing the school's responsibility for meeting the medical needs of pupils. The Deputy DSL is Amy Stonier (Deputy Head Teacher).

Pastoral Care at Christ Church

Our Assistant Head Teacher for Inclusion and Senior Leadership Team work alongside class teachers to identify children who may need enhanced pastoral support. We work closely with families to ensure early opportunities to support children's well-being are identified.



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Morning Club

Each morning, children are welcomed into school by a member of their year group team. For children needing additional support, our AHT for Inclusion runs a morning club, which children can attend for additional small group support with the transition between home and school.

Social Skill Groups

Class teachers work alongside the AHT for Inclusion to identify children who would benefit from small group social skills work outside of the classroom. These effective interventions give the children opportunity to build social, team work and communication skills. This enables pupils to interact in a more positive way with their teachers and peers, building confidence and self-esteem.

Sensory Support

For children needing additional sensory support, small group interventions outside the classroom help with self-regulation. These fine and gross motor activities help children to be ready to learn.

Lego Therapy

Class Teachers work with the AHT for Inclusion to identify children who would benefit from Lego Therapy. This small group intervention helps to develop confidence and emotional well-being, giving pupils the opportunity to discuss their thoughts and feelings in a safe and nurturing environment.

Mind

Families and school staff work in collaboration to identify children who may need more specialist well-being support. Our Mind counsellor works with individual children for a set time period to help support and develop their emotional well-being.

Malachi

This year we are once again working closely with Malachi, a family support service, to provide additional support for pupils and families who are experiencing difficulties. A trained family support worker is available to provide therapeutic one-to-one intervention on a short term or long-term basis for pupils or families who would benefit from their interventions.

Behaviour Support

We work hard to ensure that our pupils demonstrate respect and tolerance for all members of the community. All pupils recognise that we do not tolerate bullying and they are encouraged to confide in a trusted adult if they experience bullying. Pupils with SEN are monitored very closely by class teachers, the SENCO and all other adults working providing support, to ensure that they are included and that they are listened to if they appear worried or upset.



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Complaints:

Our complaints procedure is available on our website.

Reviewing the policy:

This policy links to other Christ Church policies including: the Accessibility Plan, Equality policy, Medicine Policy, Safeguarding policy and the SEN Information Report.

The policy will be reviewed annually by Governors.