



## 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. We have high expectations of all our pupils and encourage them achieve their full potential and participate richly in the social and academic life of the school. We aim to provide an educational experience that is fully inclusive, meets childrens' individual needs and enables them to thrive both academically and personally.

### Introduction

We pride ourselves on the relationships we build with our pupils and their families. We have dedicated staff (Ms Dance – SENCo and Mrs Bell – Care, Guidance & Support) whose role is to ensure that pupils, their families (and staff too) receive the best possible support in meeting every child's needs. We have a broad and often bespoke approach that is built on the processes outlined below. If you would like to discuss anything further please don't hesitate to get in touch. Contact details below.

### 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 SENCO (Special Educational Needs Co-ordinator) is Rebecca Dance.  
Tel 0191 2570323 [rebecca.dance@christchurchps.org.uk](mailto:rebecca.dance@christchurchps.org.uk)

### 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. **Rebecca Dance** has 2 days a week non-contact time in order to carry out her duties and to hold reviews for all SEN children. She works closely with **Karen Bell** (Care, Guidance & Support). The Head Teacher, **Louise Bradford**, is the 'responsible person' for SEN provision.



### **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.

### **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 quality first teaching, including differentiation and use of additional adults in the classroom.

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

According to SEND (Special Educational Needs and Disability) Reforms 2014, pupils with identified needs are categorised as "SEN Support". Pupils whose need is such that they require significant extra support may be subject to an Education, Health and Care Plan (previously referred to as a Statement of Special Needs).

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 pupil will have an SEN Support Plan and this will be updated termly. The targets and individual pupil progress will be reviewed termly. External support services will be involved as appropriate. Children on SEN Support are on a school Register whose purpose is to ensure these processes are in place and that there is partnership and good communication with the child and family about needs, support and progress.

Education, Health and Care Plan (EHC Plan) – the local authority conducts an assessment of education, health and care needs when significant additional support or specialist provision may be required. 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 central to this process. Parents are kept informed at all times – we value good communication and relationships.



### **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, review and evaluation
- Grouping for teaching purposes
- Additional human resources
- Curriculum and teaching methods

### **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 are a partner in the target setting process. Prior to a review, progress towards targets and their views on things such as: how they like to be supported, strengths, things they find trickier and hopes and aspirations for the future, are discussed with the child.

### **Partnership with parents**

At Christ Church C of E Primary School we value working together with parents. Conversations between the teacher and family may have highlighted some particular need. If school considers a child would benefit from being placed on the SEN register the decision will be made in partnership with the family. 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 and to update the pupil's individual SEN Support Plan. 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:

- The Equality Act (2010)
- Special Educational Needs and Disability Regulations (2014) including the SEN Code of Practice 0 – 25 (2014)
- Children and Families Act (2014).
- Ofsted Inspection Framework (2017a)



## **Policy Evaluation**

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

1. Self-esteem and confidence are developed.
2. Appropriate 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 and have a voice in all of these processes.
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, then if required the SENCO and/or Head Teacher will become involved in order to find a satisfactory resolution to any difficulties. North Tyneside Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) may also become involved at this stage – they are specifically helpful with the EHCP process.

\*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. We genuinely hope this would never be needed.

## **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 and other providers in order to increase their expertise and knowledge with regard to SEN. The information is disseminated to all staff in a variety of ways including within school training. Where appropriate outside services provide training on aspect of SEN. The covid pandemic has had the unexpected outcome of making a broader range of training accessible to more staff on-line. Engagement has been high.

## **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, Psychotherapists (pre-qualification), the Local Authority SEN Team and the school nurse team.

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 a cluster of local school, accesses the Local Authority SENCo Network and has good communication 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. Effective transition is a high priority.

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

**Last Reviewed** Feb 2021

**Next review due** July 2021

**Lead Person:** **Mrs Louise Bradford (Head Teacher)**



# Appendix A

## Guidelines for staff on SEN procedures

Identification of type and level of SEN	Staff responsibilities
<b>Family (or previous setting) has any concern about their child</b>	<ul style="list-style-type: none"><li>Family to talk to class teacher/staff in the first instance. Staff may invite further conversation to include SENCO.</li></ul>
<b>Class teacher has initial concern about a child's progress, behaviour, speech etc.</b>	<ul style="list-style-type: none"><li>The class teacher will talk to the family about their concerns, seeking their views.</li><li>The class staff will also talk to the SENCO who may be able to support staff and the family about next steps eg strategies, observation and assessment, resources &amp; information.</li><li>Staff to ensure good informal communication with parents about concerns and progress.</li><li>Either immediately or after a period of monitoring a decision will be made about whether the child needs "SEN Support".</li></ul>
<b>In liaison with family, staff and ENCO, the decision is made to place child at "SEN support".</b>	<ul style="list-style-type: none"><li>Class teacher, pupil (where appropriate), family and SENCO have a meeting to talk through the child's difficulties and to share views. If agreed, parent/carer signs a consent &amp; views form to give permission for their child to be placed on the school's SEN register.</li><li>The SENCo will set up an individual SEN support file (both paper &amp; electronic on Edukey) and update the SEN register.</li><li>Individual targets will be agreed between pupil, family and staff involved including SENCO and Class teacher. This will be reviewed and updated at termly SEN Review sessions (these have been via video &amp; conference calls through COVID).</li><li>The SENCO and staff populate and keep up to date an Edukey profile for the pupil describing the area of</li></ul>



	<p>need, interventions and strategies to be used. All external agencies involved are also recorded alongside details of any SEN assessment information. A paper file is also currently held.</p>
<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>• At review or other times, the class teacher &amp;/ family to speak to SENCO who will look at targets, recent assessments and current support and provision to establish if alternative targets or provision would be appropriate.</li><li>• Decision may be made 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/scanned into Edukey.</li><li>• SENCO will inform staff and parents of dates of assessments and feedback and be included as much as is possible.</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. It is usual for many conversations to have taken place by this stage.</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><li>• SENCo will support the pupil, staff and family/carers through this often complicated and long process and if it is successful, in partnership implement the plan or support transition to other provision as required.</li></ul>