



SEND POLICY

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Version Control

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Christ Church Academy Church of England Primary School

Special Educational Needs (SEND) policy

Introduction

Christ Church Academy Church of England Primary School has a named Special Educational Needs Co coordinator, Jenna Martin, who has undertaken the government's national award for SENDCO. We have a named Governor responsible for SEND (Irene Docherty) who ensures that the School SEND policy works within the guidelines and inclusion policies of the Special Educational Needs Code of Practise (COP 2015)

Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is Philippa Foster (Head Teacher)
- The person co-ordinating the day-to-day provision of education for pupils with SEND is Jenna Martin (SENDCo)

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2015) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (June 2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions
- The National Curriculum in England: framework for Key Stage 1 and 2
- Safeguarding and Child Protection policies
- Accessibility Plan
- Teachers Standards 2012

Our Ethos

We believe that all children are entitled to an education that is appropriate to their needs, promotes high standards and enables them to fulfil their potential. (COP 2015 6.1)

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 care services and Early Years settings prior to the child's entry into the school.
- **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 barriers to learning.** This will be co-ordinated by the SENDCo and Head teacher 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 their 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. Parents will be key when making decisions about their child and parent views will always be considered.

- **Work with and in support of outside agencies** when the pupils' needs cannot be met by the school alone. Some of these services include Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service CAMHS and SCIL Team.

- **Create a school environment where pupils can contribute to their own learning.** This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.

To support pupils, all staff can access:

- The Christ Church Academy SEND Policy
- Bradford Matrix of need
- The whole school provision map including referral procedures
- A copy of the full SEND overview
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set and copies of their provision map
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities from the appropriate support service.
- Information available through Schools SEND Local Offer
- CPD

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

Some pupils with SEND may access additional funding. For those with the most complex needs, additional funding may be applied for through a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding. It would then be the responsibility of the SENDCO, leadership team, parents and governors to agree how the allocation of resources is used.

Disability

Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes SEND, sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

We must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. The named Governor for SEND will be informed and provide support for school in these cases.

Identification of Pupils’ Needs

We believe early identification of need is key to supporting those pupils with SEND. A graduated approach (as specified in the COP) to learning is offered to all children.

Any pupils who are falling significantly outside of the range of expected academic progress will be monitored.

Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties and a concerns sheet passed to the SENDCO.

The child’s class teacher will take steps to provide scaffolded learning opportunities, under the graduated approach offer, that will aid the pupil’s academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENDCO will be consulted as needed for support and advice and may wish to observe the pupil in class or work 1-1 with them. We can then determine which level of provision the child will need in order to maximise progress.

Parents will be informed fully 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.

The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND overview. Any concerns will be discussed with parents and any decisions will be made with parental views considered.

Roles and Responsibilities

Provision for pupils with SEND is a matter for the school as a whole. The board of governors, in consultation with the Headteacher, has a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school and makes regular visits to the SENDCO.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils
- They have regard to the requirements of the Code of Practice for Special Educational Needs (2015)
- Parents are notified if the school decides to make SEND provision for their child
- They are fully informed about SEND issues, so that they can play a major part in school self-review
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND
- Responses from the local authority for additional funding and resources happen within the statutory deadlines.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs
- keeping the governing body informed about SEND issues
- working closely with the SENDCo
- the deployment of all special educational needs personnel within the school
- monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole

The **special educational needs co-ordinator** (SENDCo) is responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating the provision for pupils with special educational needs
- ensuring that an agreed, consistent approach is adopted
- liaising with and advising other school staff
- helping staff to identify pupils with special educational needs
- carrying out assessments and observations of pupils with specific learning problems
- supporting class teachers in devising strategies, drawing up Graduated Approach plans, setting targets appropriate to the needs of the pupils , and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom
- liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process
- liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents
- maintaining the school's SEND overview and records
- assisting in the monitoring and evaluation of progress of pupils with SEND through the use of existing school assessment information, e.g. class-based assessments/records
- contributing to the in-service training of staff
- liaising with the SENDCos in receiving schools and/or other primary schools to help provide a smooth transition from one school to the other
- Meeting with other local SENDco to share good practise and offer a mutual support network.

Class teachers are responsible for:

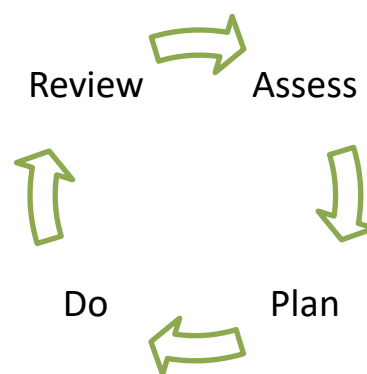
- Providing high quality teaching for all children
- Assessing pupils' needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENDCo, parents and pupil)
- Regularly reviewing the impact of these adjustments, interventions and support, to include pupils with SEND in the classroom, through providing an appropriately differentiated curriculum
- Retaining responsibility for the child, including working with the child on a daily basis
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND
- Directly liaising with parents of children with SEND
- The COP states that children with SEND are the responsibility of the class teacher no matter what provision the child is receiving under the graduated approach offer
- Completing referral paperwork for outside agencies

TAs should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND
- Attend any relevant training
- Work as directed by the class teacher and SENDco to support and review children's progress

SEND Support

Where it is determined that a pupil does have SEND, parents will be formally advised of this, and the decision will be added to the SEND overview. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: **(as specified in the COP 2015)**



This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and are being overcome and that the interventions being used are developing and evolving as required. 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

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All those working with the pupil, including support staff and parents 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 as identified on the child's Graduated Approach Plan (GAP)

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCO.

Review

Reviews of a child's progress will be made at least termly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENDCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCO
- Health professionals
- Children's social care
- Other outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Bradford Education, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Access to the curriculum

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual. Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided so staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that motivate pupils to do their best, and we celebrate achievements at all levels.

Inclusion of pupils with SEND

The Head teacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This could include learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services.

Evaluating the success of provision

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice and school policy.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child/ren an appointment can be made by them to speak to the headteacher, SENDCO or SEND governor who will be able to advise on formal procedures for complaint.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

