



Christleton Primary School
Be the best you can be

SEND Policy

Document Name		Reviewed by	
SEND Policy		Full Governing Body	
Author	Mr Mitchell	Version number	1.2
Date of Policy	Policy Reviewed	Next Review	
September 2023		September 2024	
Signed Headteacher	<i>Mr Mitchell</i>		
Signed Chair of Governors	<i>Ilkerton</i>		

Christleton Primary School

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Overview

This policy sets out the steps we take to ensure that we meet the needs of all learners within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school. As such, we aim to ensure that no learners, including those with SEN or a disability, are discriminated against and that funding for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.

Christleton Primary School provides a broad and balanced curriculum for all our children and we are committed to the principle of inclusive classrooms. All teachers are responsible for planning an adapted curriculum that meets the needs of all children and responds to their diverse learning needs. It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We aim to provide special educational provision for pupils who have a need that is 'additional to and different from' that provided within the adapted curriculum in response to the four areas of need identified in the new Code of Practice (September 2014).

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

1. Definition of Special Educational Needs

Children can be identified as having SEN at any stage in their school career:

*A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. For a child aged two or more, special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England... Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision. **Code of Practice 2014***

In summary, a pupil is defined as having SEND if they have a:

- Significantly greater difficulty in learning than most others of the same age.
- Disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age.

The school reviews how well equipped we are to provide support across the following areas:

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

Basic information about SEN provision

Our Aims

- We believe that *all* practitioners are teachers of pupils with SEN and differentiate according to the needs of the children in their care.
- Pupils with SEN are fully integrated into the life of the school and all have access to a broad and balanced curriculum, recognising the strengths of every individual as well as any areas for development, and ensuring all contribute to the social and cultural activities of the school.
- We believe in equal opportunities and use our best endeavours to meet the physical, emotional and intellectual needs of all our children.
- We monitor all pupils who are not making adequate progress in the four broad areas specified in the SEN Code of Practice.
- We believe that parent/carer involvement and support is vital to the success of the education of all of the children in our school.
- We set high expectations for every pupil, whatever their prior attainment.

Management of SEN within the school:

- We monitor the progress of all pupils as an ongoing process. This enables early identification of any children who may require additional or different provision to be made.
- Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.
- Parents are encouraged to discuss any issues and concerns with their child's class teacher initially. SENCO advice will be sought if needed.
- Outside agencies are consulted for further advice when appropriate.
- Support also includes pupils who have medical conditions.

At Christleton Primary School we take an approach, with increasing levels of intervention where the need is greatest and this decreases as the needs are met.

Christleton Primary School follows a three-wave model:

Wave 1 being quality teaching for all through:

Many pupils experience delay in their learning and not making expected progress for a variety of reasons. For those pupils:

1. Many will have adapted work prepared for them by their class teacher in conjunction with the support staff which will be additional to and different from the curriculum available for the majority of children of their age.
2. Progress at this stage will be tracked three times per year by the schools Tracking Systems and parents kept fully informed.
3. The schools approach to behaviour is paramount at this stage to encourage self-esteem.

Wave 2 encompassing small group interventions: (Graduated Response)

If classroom teachers have evidence that certain children are still not making good progress they must refer children to the SENCO who will arrange additional SEN SUPPORT in any or all of the four areas

- a) Communication and Interaction
- b) Cognition and Learning
- c) Social, mental and emotional health
- d) Sensory and /or physical.

Specialist Services and teachers with additional specialist qualifications may be called upon to provide intensive specific programmes to be followed by all adults coming into active learning situations with the child.

Where a pupil is receiving Additional SEN Support, the school will ensure that appropriate staff meet parents to set goals, discuss the activities and support that will help achieve them, review progress and identify the responsibilities of the parent, pupil and the school. Using a child-centred approach, pupils are aware of their own goals and contribute towards their targets.

We offer regular meetings each term to share the progress of children with Special Educational Needs with their parents. We inform the parents of any outside intervention, and we share the process of decision-making through the Graduated Approach Documentation, which provides clear information and is available upon request.

Wave 3

For a higher level of need, we draw on more specialised assessments from external agencies and professionals, this may include speech and language, the autism team, school health, occupational health, paediatrician and other agencies. Parents and Carers are always consulted and permission is sought prior to the involvement of outside agencies.

The Graduated Response must be followed in order to have evidence for individual top-up funding or statutory assessment which may result in a Statement of Educational Needs Educational Health Care (EHC) Plan. If a child receives an EHC plan this needs to be reviewed annually. Agencies involved with the pupil will be invited to the Annual Review and views will be sought. This process is the same for children in receipt of Top-Up funding.

Supporting Pupils at school with Medical Conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. In order to meet the needs of all pupils, we comply with all our duties under the Equality Act 2010.

Some may also have special educational needs and may have a statement, or Educational Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice, is followed.

Accessibility

The DDA as amended by the SEN and Disability Act 2001, placed a duty on all schools and has to plan to increase over the accessibility of school for disabled pupils to implement their plans. Christleton Primary Schools Accessibility plan outlines how we do this and is available on the school's website or via the school office.

Co-ordination of SEN Provision:

- SEN within the school is coordinated by the SENCO (Special Educational Needs Co-ordinator). The SENCO advises the Senior Leadership Team with regard to SEN provision.

SENCO – Mrs Roz Bingham

Head Teacher- Mr Oliver Mitchell

The SENCO is responsible for:

- overseeing the day-to-day operation of the SEN policy
- coordinating provision for children with SEN and ensuring that the Provision Map is up to date
- ensuring there is liaison with parents and other professionals in respect of children with SEN
- advising and supporting other practitioners in the school
- contributing to the CPD of the staff
- ensuring that appropriately targeted support and individual plans are in place for children placed at SEN Support level on the graduated approach (see appendix)
- ensuring that relevant background and assessment information about children with SEN is collected, recorded and updated
- liaising with the LA and external agencies
- prepare an SEN information report and a link to the LA Local offer, both to be available on the school website

All teachers have the responsibility to provide all children with high quality targeted teaching as a first response. Where progress continues to be less than expected, the class teacher, in consultation with the SENCO, should assess whether the child has SEN. While any information gathering/assessment is underway, interventions/targets to support the child's progress will be implemented and outcomes of these will help inform future planning.

Multi-disciplinary/interagency co-operation is in place to ensure provision meets the needs of the children with SEN. We regularly consult and work with experts from Educational Psychology, Speech and Language Therapy, Health and Social Service departments and other teams within the LA when necessary. Specialist advice can be consulted at any point of the graduated response.

The role of the governing body:

- The governor with responsibility for SEN is Yvonne Gibson

The governing body should:

- Ensure that provision is made for pupils who have SEN
- Ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- Ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- Consult the LA and the governing bodies of other schools, when necessary or desirable in the interests of coordinated special educational provision in the area as a whole
- Ensure that a pupil with SEN is fully included in the curriculum and activities of the school so far as is reasonably practical and compatible with the child receiving the SEN provision their learning needs call for and the efficient education of the pupils with whom they are educated and the efficient use of resources
- Report to parents on the implementation of the school's policy for pupils with SEN
- Have regard to the Code of Practice when carrying out its duties to pupils with SEN
- Ensure that parents are notified of the decision of any extra provision being made for their child
- Governors are involved in developing and monitoring the policy. They are kept up to date and knowledgeable about the provision, deployment of funding, equipment and personnel resources.
- The quality of SEN provision is continually monitored, evaluated and reviewed.

Admissions:

- We welcome all children to our school and endeavor to ensure that appropriate provision is made to cater for their needs

3. Identification, assessment and review

Resources:

- A proportion of our budget is allocated for SEN provision.
- The provision of additional support is made as appropriate from the delegated SEN budget and in line with the LA.
- We use assessment information and provision mapping to identify, provide and develop our resources to support children with SEN.
- If a child has a statement of SEN or an Educational Health Care Plan (EHC) a proportion of support will be funded by the Local Authority.

Identification and Assessment:

- We are committed to the early identification and intervention of children who may have SEN.
- The school recognises that there is a continuum of needs to be met within the graduated response to SEN. This is recommended in the SEN Code of Practice and is in line with the LA policy.
- **SEN Support** - If a teacher identifies that a child has SEN it may be necessary to devise an individual plan. This sets out any arrangements that are **additional to and different from** the usual curriculum. The teacher liaises with the SENCO and parents/carers/children and involves them in setting targets and strategies for progress. These are reviewed each term, or as appropriate.
- Further advice and specialist support is sought and implemented as is considered necessary for the individual needs of the children. For example, guidance may be sought at the point of initial intervention or if adequate progress is not made after a reasonable period of intervention and review or a child is working at a level substantially below what is expected for their age. Parents/Carers will always be involved with any decisions to consult specialists.
- The individual plan for a child is continually under review to ensure that appropriate targets are set that provide success for the child and to ensure progress is made.

Statement/Educational Health Care plan (EHC)

The Statement of Special Educational Needs or an Education, Health and Care plan (EHC) is issued when a child has been identified by professionals as needing a particularly high level of individual or small group teaching due to more complex needs. Further information about the process for this is set out in the Special Educational Needs (SEN) Information report that can be found in the policies and documents section of the school website:

www.christletonprimaryschool.co.uk or on the LA website

<http://www.westcheshirelocaloffer.co.uk>

Review:

- The SEN policy is subject to a regular cycle of monitoring, evaluation and review.
- The SENCO ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes and the next school.

Inclusion:

- We strive to create a sense of community and belonging for all our pupils. We have an inclusive ethos with high expectations and challenging targets, a broad and balanced curriculum for all children and systems for early identification of barriers to learning and participation.

Evaluation procedures:

- The SLT (Senior Leadership Team)/governing body, will on an annual basis, consider and report on the effectiveness of the work and if any amendments to the SEN Policy need to be made.
- The broad principles and objectives set out in the policy lay the foundation for the criteria by which we evaluate the success of our policy.
- We continually review and report on the effectiveness of the policy. This includes the numbers of children identified and their progress, the levels of parental/ carer involvement, materials and resources used, resource allocation, liaison with other educational establishments, details of the staff's continual professional development and our priorities for the year.
- The SLT, SENCO, and subject co-ordinators monitor classroom practice/analyse pupil tracking data and test results/identify value added data for pupils with SEN.

Procedures for concerns:

- We endeavour to do our best for all children but if there are any concerns we encourage those concerned to approach the class teacher in the first instance, the SENCO, the Head Teacher or the SEN Governor and a response will be made as soon as possible.
- Parents/carers are informed about the Parent Partnership Service so that they can obtain support, advice and information if they wish.

4. Staffing policies and partnership with external agencies.

Professional development for staff:

- All staff and the SENCO are to be involved with further training in line with the priorities identified in the School Development Plan.
- We have regular staff/pupil progress meetings where SEN issues are discussed. These are related to specific concerns relevant to the needs identified or in ensuring that staff keep up to date with information and legislation.
- The SENCO attends relevant training and disseminates the details to all the staff as is appropriate or individuals can access training that is necessary for their professional development.
- There is an induction procedure for NQT's and new staff into the school's policy and procedures for SEN.

Support services available:

- Advice and support from outside agencies is available if requested by the school.

Partnership with parents:

- The school is committed to involving parents/carers whenever it is practically possible. We include all in social events, curriculum meetings and regular parents' meetings.
- Parents/carers are invited to review meetings to discuss progress and to be involved in setting targets with appropriate intervention strategies to help the child both in school and at home.
- The ethos of the school is very welcoming and parents are encouraged to arrange further meetings if they wish to discuss the progress of their child at any time during the school year.
- On transition to another school, records of all children are sent to the receiving educational establishment for their attention. The SENCO endeavours to discuss with receiving staff any children identified as needing additional or different provision to enable continuity of support.

Pupil participation:

- Pupils participate where possible, in all the decision making processes, including setting targets and contributing to their IEPs, discussing their choices, assessment of needs and in the review procedures.

Transfer arrangements:

- We have procedures in place to ensure that transition arrangements take place with ease and are perceived in a positive light, by all our pupils. We encourage liaison between staff and ensure records contribute to the future planning for the benefit of the pupil's year on year.
- Where pupils are to transfer to a different establishment, we endeavor to pass on all relevant information to the receiving establishment.