



Christ Church CE Primary Academy

Respect: Endurance: Friendship

Policy for Special Educational Needs and Disability

Article 24 - We have a right to learn (UNCRC)

Contents

1. Guiding Principles for Special Educational Needs
2. Aims
3. Legislation and guidance
4. Definitions
5. Roles and responsibilities
6. Links with other policies and documents, including Our Academies SEN Information Report & Local offer.
7. Monitoring arrangements

1. Guiding Principles for Special Educational Needs

Christ Church CE Primary Academy values the abilities and achievements of all its pupils, promoting maximum development of knowledge, skills and understanding, together with personal and social growth for all. We strongly believe that all pupils have the same entitlement to a broad and balanced curriculum and to participate in all aspects of Academy life.

This policy should be read alongside our Academy Special Educational Needs Information Report (March 2019), which you can find on our Academy website: <https://christchurchfenton.co.uk/send/>

2. Aims

Our Academy aims to provide the quality support for learners with SEN so that all children can realise our Academy aims of RESPECT:

- Realise your goals
- Enjoyment
- Support and encourage each other
- Praise and Worship
- Everyone Matters

- Communities working together
 - Treat others as you would want to be treated
- To provide additional support to those pupils deemed to have SEND, through the graduated response set out in the Code of Practice (2015)
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
 - To promote self-worth and enthusiasm, giving every child the entitlement to a sense of achievement, through a nurturing environment across the Academy.
 - To improve and accelerate children's learning through objectives set out in the Academy Development Plan, and in SEND and Behaviour Reviews:
 - To improve children's reading, writing and mathematical skills through a consistent first quality teaching approach.
 - To ensure all children on the SEND register at our academy receive high quality interventions.
 - To improve the quality of teaching and IT provision of children with SEND.
 - To implement the strategies and advice given by outside agencies.

Our SEN Policy & SEN Information Report aim to:

- Promote a whole academy approach to meeting special educational needs in which all members of our academy community have an understanding of their role.
- Foster an educational environment in which pupils with SEND feel included, valued and challenged.
- Recognise the requirements arising from the Code of Practice (2014) in providing a graduated response to need and additional support to those pupils identified as having SEND.
- Provide a framework within which the academy can monitor, review and evaluate its provision for pupils with SEND on a regular basis.
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Recognise and highlight the importance of effective partnership with parents and of taking into account the 'ascertainable views of the child' in determining how individual educational needs can be met.
- Regularly review the policy and practical arrangements to achieve best results.
- Set out how our academy will support and make provision for pupils with special educational needs (SEN)

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice 2015](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out the Academies' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out the Academies' responsibilities for education, health and care (EHC) plans, SEN Coordinators (SENCOs) and the SEN information report
- The Equality Act, 2010.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or

- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream settings.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream settings.

4. Identifying & supporting SEN

Our Academy currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Our SEN Information Report (SEN Information Report, can be ascertained by asking at our main office, or alternately can be found on our website: <https://christchurchfenton.co.uk/send/>)

SEN Information Report: Provides detail regarding the ways in which we:

- Identify pupils with SEN and assessing their needs
- Assess the needs of children with SEN
- Consult and involve pupils and parents
- Provide support for pupils with SEN via a range of strategies/interventions and specialist programs. Our SEN Information report details information on the interventions/strategies we use to support: Cognition & Learning difficulties, Communication & Interaction Difficulties, Emotional, Social and Mental Health Needs, access to the environment (sensory/physical needs)
- How we liaise and implement advice from external agencies.
- Assess and review pupils' progress towards outcomes
- Approach teaching pupils with SEN
- Support pupils moving between phases and prepare them for adulthood
- Adapt the curriculum and learning environment
- Provide additional support for children's special educational needs
- Employ expertise
- Ensure staff training needs are met
- Secure equipment and facilities
- Monitor & evaluate the effectiveness of SEN provision
- Enable pupils with SEN to engage in activities available to those in the Academy who do not have SEN
- Work with other agencies
- Work with parents

Our SEN Information Report (March 2019) also details:

- How to raise a complaints about SEN provision/contact details for raising concerns
- Contact details of support services for parents of pupils with SEN

The Local Offer.

The Children and Families Act (2014) has introduced a new approach to the way children, young people and their families are supported. The Local Offer brings together information from education, health and social care about Special Educational Needs and/or Disability (SEND) in one place and covers children and young people from birth to 25 years.

The Stoke on Trent SEND Local Offer is a live developing resource which will continue to be developed through contributions from parents/carers, children, young people, professionals and practitioners.

Our local authority's local offer is published here: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Our Local Offer (Our contribution to the local offer can be found at:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=Av2xqa611S4>. Our Local Offer: Provides Information/support for parents regarding:

- The types of SEN we provide for
- How we know if children/young person needs extra help
- What parents can do if I think their child/young person may have special educational needs?
- How we will support their child/young person?
- How teaching approaches and the curriculum is matched to the needs of child or young people
- How the academy liaises with parents regarding how their child/young person is doing and how will you help me to support their learning
- What support we provide for their child's/young person's overall wellbeing
- What specialist services and expertise are available to us
- The types of training available to our academy has to support children and young people with SEND/Information on training staff have received
- How we support children to be included in activities outside this classroom including academy trips
- How accessible the environment is within the academy
- How we prepare and support children to join the next stage of education and life
- How we use resources to ensure they are matched to children's/young people's special educational needs
- How we make decisions about what type and how much support pupils receive
- How we involve pupils in making decisions about their learning
- How we involve parents in making decisions about the learning of their children/young people
- How parents are involved at our academy & how parents can ask to be involved.
- Information on making a complaint
- Information on what other support is available to parents and contact details.

5. Roles and responsibilities

The SENCO is Mrs Rebecca Bennett

The SENCO will:

- Promote an inclusive environment thought Early Years, Key Stages 1 & 2
- Undertake the SENCO qualification within 3 years of appointment – completed September 2020
- Monitor effectiveness of SEN interventions and provision
- Work with the Principal and SEN Local Academy Committee Member to determine the strategic development of the SEN policy and provision in the Academy – ensuring policies relating to SEN & Inclusion are up to date

- Work with the Home-School Link-Worker, Mrs Sallyann Birks in connection to children who are on the SEND Register, to ensure all needs are adequately met and recorded for those receiving HSLW support (via meetings, Early Help, Child in Need Plan and Child protection register).
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- To ensure that class based staff have adequate time to complete SEN tasks, including but not limited to, 1 professional development meeting per term to be designated to the competition of Pupil Passports to Success & gaining parent views.
- Advise on the graduated approach to providing SEN support, promote use of the 'High Needs Matrix/'Stoke descriptors'.
- Advise on the deployment of the Academy's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Work with the Principal and Local Academy Committee members to ensure that the Academy meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Monitor & authorise all paperwork relating to Education Health & Care Plans.
- To develop pupil/intervention case studies as required
- Lead performance management meetings for support staff with responsibilities relating to SEND.
- Attend training and information sessions that will assist with fulfilling his roles & responsibilities effectively

The Assistant SENCo is Miss Sarah Edwards

The Assistant SENCo will:

- Work with the SENCo, Principal, SEN Local Academy Committee member to determine the strategic development of the SEN Policy and provision (via creation of a provision map, updated at least termly) in the Academy – the development of a SEN calendar, which outlines key tasks relating to SEN and when they occur. Updating the academies shared calendar so that all staff can work to meet time scales in relation to SEN tasks
- Assist in the day-to-day responsibilities for the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Deliver interventions where required
- Day to day administration duties including:
 - The creation of, at least termly, support staff time tables (updating as necessary).
 - Compiling the relevant documents in relation to casework for meetings, referrals & agencies – including for Code of Practice Panel Meetings & Educational Health & Care Plans
 - Keeping pupil SEN files up to date
 - Accurate recording of evidence relating to provision/needs of SEN pupils
 - Updating the Academy's SEND register (a system for ensuring all the SEND needs of pupils in this Academy are known) and making sure that there are excellent records of your child's progress and needs.
 - Monitoring of/overseeing provision delivered by support staff & tracking this appropriately
 - Where required, work in collaboration with class teachers, class based support staff and external agencies in order to create and update more complex pupil support plans, such as Risk Assessments, Social, Emotional Well-being Plans and/or Reducing Anxiety Management Plan
 - Recording of outcomes/data

- Creation of 'Intervention Monitoring file' & provide continuous support for intervention leads in using these appropriately.
- To provide 'master' copies of relevant SEN letters, forms and assessments.
- To manage a central SEN File on the Academy shared area, which all staff can refer to for information, support & documentation relating to SEND.
- To carry out standardised assessments, and to direct staff to pre & post intervention assessments and monitor progress towards achieving 'Pupil Passport to Success' targets & EHC milestones.
- Providing/sourcing & securing specialist support for teachers and support staff in the academy so they can help children with SEND in the academy achieve the best progress possible.
- Day to day liaison with academy staff regarding the support of SEN pupils or pupils with other Inclusion needs (varying in circumstances – from providing support/information to class teachers/support staff involving a range of strategies/interventions. Supporting in the reviewing & creation of Pupil Passport's to Success where required for those at SEN Support or who have Education Health & Care Plans. Completing relevant referrals/documentation with relevant staff. Giving advice on the graduated approach to providing SEN support, promote use of the 'High Needs Matrix/'Stoke descriptors').
- Alongside the SENCo, be the point of contact for external agencies, especially the local authority and its support services
- Attending Early Help meetings/providing information for Child in Need/Child Protection meetings for children with SEN
- Supporting the SEN coffee mornings – hold one per term
- Day to day correspondence with parents regarding SEN matters, involving & promoting the active participation of parents in supporting their child's learning
- To encourage the views of pupils to be reflected into SEN practice's/in their support needs
- Liaise with and provide information for (transition of pupil SEN Files) potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Help support staff meetings at least termly
- Attend training and information sessions that will assist with fulfilling her roles & responsibilities effectively

The SEN Local Academy Committee Member is Mrs Carol Paxton.

The SEN Local Academy Committee Member will:

- Help to raise awareness of SEN issues at Local Academy Committee meetings
- Monitor the quality and effectiveness of SEN and disability provision within the Academy and update the governing board on this
- Work with the Principal and SENCO to determine the strategic development of the SEN policy and provision in the Academy
- Attend training and information sessions that will assist with fulfilling her roles & responsibilities effectively

Principal is Mrs Paula Scattergood.

The Principal will:

- Work with the SENCo/Assistant SENCo and SEN Local Academy Committee member to determine the strategic development of the SEN policy and provision in the Academy.
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Lead performance management meetings for the SENCo/Assistant SENCo in relation to their responsibilities relating to SEND.
- Ensure that the SENCO and teachers develop positive and constructive relationships with parents.

- Ensure that all teachers understand their own responsibilities in respect of SEN
- Ensure all statutory reviews are appropriately completed
- Attend Principal Briefings and information sessions that will assist with ensuring the academy is fulfilling its roles & responsibilities in relation to SEND effectively

Class Teachers.

Each class teacher is responsible for:

- Following the Academy SEND Policy.
- To have termly meeting with SENCo, Assistant SENCo, support staff and Vice Principle to set out interventions for the children in their class
- Deliver first quality teaching via a range of teaching styles
- The progress and development of every pupil in their class
- Knowing the requirements of the SEND pupils in their class.
- Ensuring that lessons are differentiated appropriately to meet the needs of all pupils
- Refer to the Academies flow chart for 'Identifying SEN needs & next steps' – be able to evidence a graduated approach before completing a 'SENCo Referral Form'.
- Refer to the resources/information available to them which aims to meet a diverse range of Special educational needs.
- Writing a Pupil Passport, which link to their area of need, interventions and graduated approach, and collaborating with parents and pupils to ensure their views are reflected
- Sharing and reviewing Pupil Passports with parents at least once each term
- Working closely with any classroom support staff to ensure the needs of children with SEN are met, sharing planning & resources in advance of learning
- Encourage pupils to have a 'Growth Mindset'
- Create 'All about Me' profiles where required
- Meet with classroom support staff to assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Providing feedback/information as requested by SENCo/Assistant SENCo or Principal
- Ensuring that all staff working with pupils in their class are able to deliver the planned work/programme, allowing the pupils to achieve the best possible progress. This may involve:
 - Discussions with the SENCo/Assistant SENCo to gain information about a particular programme/need
 - Discussions regarding progress towards children with Education Health & Care Plans achieving their milestones, including contribution to Annual Reviews.
 - Allowing time for the member of staff to prepare resources
 - Ensuring the member of staff is given adequate time to complete the intervention.

Class Room Support Staff.

For learning in the classroom, class room based support staff will:

- Prepare materials for the lesson, eg record sheets for pupils to use, modified activity sheets for SEN pupils
- Help teacher to model or demonstrate skill to class
- Repeat and interpret instructions using simple language

- Support with reading
- Give praise as appropriate
- Encourage good listening and concentration skills
- Give subject-specific key words and correct spellings
- Help pupils to write or word-process their work
- Help pupils organise their thoughts and answers
- Help an individual child with personal organization needs
- Check pupils' understanding throughout
- Help to maintain regulated/on task behaviour
- Provide feedback to the teacher on pupil progress
- Encourage pupil participation in discussion and plenary
- Create displays, word-banks and visual timetable
- Any other task as deemed appropriate by the teacher and that is within their contractual responsibility
- Discussions regarding progress towards children with Education Health & Care Plans achieving their milestones, including contribution to Annual Reviews.

For interventions Class Room Based support staff will:

- Adhere to a personalized and flexible time table whilst making sure interventions are delivered and the children have a broad and wide curriculum.
- Carry out required SEN interventions as directed, these shall be in a group or 1:1.
- Completion of, to a high standard, documentation found in the Intervention files including:
 - Intervention Register
 - Pupil's work (intervention evidence)
- Completion of a baseline assessment (pre-intervention) & recording this onto the progress tracker
- Carry out Standardised Assessments as directed by the SENCo team, carefully calculate the test results, producing data relating to standardised scores, percentiles and equivalent age. Upon completion of these assessments report back to the SENCo team who will then analyse the results and ensure support meets pupils special educational needs.
- Completion of a pre and post- intervention assessment
- Meet with classroom support staff to assess the impact of support and interventions and how they can be linked to classroom teaching ready for termly meetings with SENCo, Assistant SENCo and Vice Principle.
- Provide supporting evidence for Pupil Passport to Success reviews and contribution to the setting of new targets
- Contribute in discussions regarding progress towards children with Education Health & Care Plans achieving their milestones, including contribution to Annual Reviews.
- Contribute in discussions with the SENCo/Assistant SENCo to gain information about a particular programme/need
- Prepare resources for children with specific needs or where it is necessary for interventions

6. Admissions arrangements

- All pupils are welcome at Christ Church CE Primary Academy. However, if there is over subscription of places, then the Academy have set guidelines to follow with regard to allocation of places (please see separate admissions arrangements).
- The admission arrangements for children with an Education, Health & Care child (previously called a 'Statement of Educational Needs', are allocated when there has been an agreement between, the Academy, parents and the Local Authority that Christ Church CofE Primary Academy can meet the needs of the child.

6. Monitoring arrangements

This policy and information report will be reviewed by our SENCo, Mrs Rebecca Bennett, **and every year**. It will also be updated if any changes to the information are made during the year. Any changes will be approved by our Local Academy Committee.

7. Links with other policies and documents

Our Academies SEN Information Report.

You can ask for a hard copy of our SEN Information Report at our main office, or you can find it on our website:

<https://christchurchfenton.co.uk/send/>

The local authority local offer

Our contribution to the local offer is:

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/service.page?id=Av2xqa611S4>

Our local authority's local offer is published here: <http://localoffer.stoke.gov.uk/kb5/stoke/directory/home.page>

Graduated Approach & SENCo Referral Form (March 2019) document.

This policy links to our policies on:

- Child Friendly SEN policy
- Accessibility plan
- Behaviour Policy
- Equality information and objectives
- Supporting Pupils with Medical Conditions
- Anti-Bullying Policy
- Safeguarding Policy.

Signed (Chair of Our Local Academy Committee) _____

Signed (Principal) _____

Date	Comments	Review Date
November 2014	Updated in line with 2014 Code of Conduct and new staff working with SEN	Autumn 2015
June 2016	Some amendments made to reflect current practice.	Autumn 2018
25 th February 2019	Changes to personnel and School changed to academy	Autumn 2019
March 2019	Further changes to layout/content (removal of Part B) due to information being covered by SEN Information Report & our Local Offer – Links to these documents added to Policy. SEN Duties updated to reflect current practice.	Autumn 2019
July 2019	Updated new SENCO and Assistant SENCO to the policy	Spring 2020
June 2021	Reviewed - no amendments	September 2022

December 2022	Reviewed - updated duties of classroom staff (support staff and teachers)	December 2023
---------------	---	---------------