



Christ Church CE (A) Infant School **Special Education Needs and Disability Policy**

This school is committed to safeguarding, child protection, and promoting the welfare of children and young people and expects all members of the school and its community to share this commitment demonstrably.

Policy reviewed: Autumn 2017

Date of next review: Autumn 2018

SENDCO has day-to-day responsibility for the operation of the SEN policy

SENDCO Name: Miss Miriam Morris **Contact details:** 01344 842308

1. Introduction

1.1 How was the policy put together?

This policy was created in partnership with the Leadership Team and Governing Body in consultation with the teaching staff and parents. The policy reflects the statutory guidance set out in the Special Educational Needs and Disability code of practice 0-25 years (July 2014).

1.2 How can parents access this policy?

You can obtain a copy of our policy in the following ways:

- The school website
- A hard copy on request at the school office

Please let us know if you need this to be made available to you in a different format e.g. enlarged font.

1.3 Context

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards 2012

1.4 Definition of SEND

At Christ Church CE Infant School we use the definition for SEN and for disability from the SEND Code of Practice (2014).

This states:

SEN: *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**. Special educational provision means **educational or training provision that is additional to, or different from**, that is made generally for others of the same age in a mainstream setting in England*

Disability: *Many children and young people who have SEN 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**.’*

2. Goals of our SEN provision

2.1 Vision

At Christ Church CE Infant School we aspire to educate, care for and develop all our children to the highest standards, and to ensure that their time with us is a safe and happy experience from which they gain knowledge, personal success and a lifelong love of learning.

2.2 Aims

At Christ Church CE Infant School all pupils, regardless of their particular individual needs, are provided with inclusive teaching that will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

In particular, we will:

- Expect that all pupils with SEND will meet or exceed the high expectations set for them based on their age and starting points
- Use our best endeavours to give pupils with SEND the support they need
- Set ambitious educational and wider outcomes for pupils in consultation with parents
- Work to help all pupils to become confident individuals who will be able to make a successful transition on to the next phase of their educational journey and into adulthood

2.3 Objectives

1. To ensure a clear process for identifying, assessing, planning, providing and reviewing for pupils who have special educational needs and disabilities, with pupils and their parents/carers at the centre of the process.
2. To develop effective whole school provision management of universal, targeted and specialist support for pupils with special educational needs and disabilities. This includes the monitoring of interventions and obtaining the support of outside agencies where appropriate.
3. To deliver a programme of training and support for all staff working with pupils with special educational needs and disabilities which develops our practice within the guidance set out in the SEND Code of Practice, July 2014.
4. To work with parents and the child themselves to gain a better understanding of the child's needs, and involve them both in all stages of their child's education, identifying needs and providing feedback on progress.

3 Types of needs

These are identified under the four main areas of need as per SEN Code of Practice (2014):

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

3.1 Communication and interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

3.2 Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation.

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

3.3 Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour.

These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

3.4 Sensory and/or physical

Some children and young people require special educational provision because they have a

disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support.

At Christ Church CE Infant School we will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This will inform the setting out of the arrangements we will put in place to address those needs.

4 SEN Provision

What does Additional Support mean?

SEN support can take many forms. This may include:

- a special learning programme
- extra help from a teacher or a learning support assistant
- making or changing materials and equipment
- working in a small group
- observing the child in class or at break and keeping records
- helping the child to take part in the class activities
- making sure that the child has understood things by encouraging them to ask questions
- support to persevere in things they find difficult
- helping other children to work with the child, or play with them at break time
- emotional support to help with engagement, self-esteem and overall development
- supporting with physical or personal care difficulties, such as eating, getting around school safely, toileting or dressing.

5 Our Approach to SEN Support

Christ Church CE Infant School adopts a graduated approach to meeting the needs of the pupils within the school:

- Quality first teaching for all pupils
- Time-bonded SEN intervention
- Pupil placed on SEN register and supported and reviewed as appropriate
- Requesting an assessment for an Education, Health and Care Plan.

5.3 Quality first teaching in our school

The role of the class teacher is to provide differentiated expectations for all pupils and good quality personalised teaching. This is the first step in responding to pupils who may have SEN. The quality of teaching for all pupils is monitored through drop-ins and formal lessons observations where feedback and support is then given to staff.

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from learning support assistants or specialist staff.

We use a pupil data tracking system and conduct pupil progress meetings on a termly basis. Targets and expectations are regularly discussed with the children and progress being made by children is discussed with parents through parents' evenings.

Any pupils who are falling significantly outside of the range of the expected academic achievements will be monitored. Once a pupil has been identified as possibly having SEN they will be closely monitored by the class teacher and Leadership Team in order to gauge their level of learning and possible difficulties.

The SENDCO will be consulted as needed for support and advice. Parents are kept informed of their child's development and the circumstances in which they are being monitored. Parents are encouraged to share information and knowledge with the school.

5.2 Time-bonded SEN intervention

If pupils are not making expected progress the class teacher will consult with the SENDCO and a short time-bonded specific intervention may be put in place to meet the needs of the pupil. Parents are informed of the decision to place the pupil on the intervention.

5.3 SEN support register

If little or no progress is made after initial intervention support, then parents are consulted as part of Surrey's SEND Support Arrangements and the child may be placed on the SEN support register.

Information used to decide placement on the SEN register may include:

- the fact the child is making little or no progress even when teaching approaches are targeted
- shows signs of difficulty in developing English and Mathematics skills which result in poor attainment in some curriculum areas
- evidence of persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques typically employed in the school
- knowledge of physical or sensory problems which require intensive support and impact on progress made
- symptoms which indicate the pupil has communication and / or interaction difficulties which result in them making little or no progress.

5.4 Requesting an assessment for an Education, Health and Care Plan (EHCP)

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the special educational needs of the pupil, expected progress has not been made, the school may consider requesting an Education, Health and Care needs assessment.

This will occur where the complexity of need, or lack of clarity around the needs, of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The EHCP is replacing the Statement of Special Educational Needs, although it involves a different process. The decision to make a referral for an EHCP will be taken at a progress review. The application for an EHCP will combine information from a variety of sources including:

- Parents
- Teachers

- SENDCO
- Social care
- Health professionals

If a decision is taken that a pupil does require an EHCP then support and advice is given by the school's attached EHCP co-ordinator.

6 Managing the needs of pupils on the SEN Register

6.1 Supporting pupils on the SEN Register

The class teacher, in consultation with the SENDCO, may then provide other interventions that are additional to those provided as part of the school's differentiated curriculum. Outside agencies will be consulted during this process where their input is deemed to be helpful.

Targets are given to the pupil and these are monitored by the class teacher and reviewed formally with the parents and pupil termly.

6.2 Assess, Plan, Do and Review cycle

When a pupil is placed on the SEN register their progress is monitored closely, any intervention is logged and a review takes place of the impact the intervention has had on the pupil's progress. Decisions are made as to the most appropriate interventions for the pupil given the nature of their needs/difficulties; carried out using the Assess, Plan, Do and Review cycle.



6.2.1 Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked and compared also to their peers and national expectations.

We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on the assessments and guidance from other education professionals e.g. EPs, PSS and from health and social services where appropriate

6.2.2 Plan: Where SEN Support is required the teacher and SENDCO with the parent/carer will put together a plan outlining the adjustments, interventions and support which will be put

in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed.

Targets for the pupil will be shared with her/him using child friendly language. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All staff who work with the pupil will be made aware of the plan. Parents will be asked to share in the monitoring of progress through any home learning.

6.2.3 Do: The class teacher is responsible for working with the pupil on a daily basis. They will retain responsibility even where the interventions may involve group or one to one teaching away from the main class teacher.

Class teachers will work closely with learning support assistants in planning and assessing the impact of support and interventions and linking them to class teaching. The SENDCO will provide support, guidance and advice for the teacher

6.2.4 Review: Reviews of a pupil's progress will be made regularly, dependent on their individual targets. The review process will evaluate the impact and quality of the support and interventions.

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, in consultation with the parents with input from the child.

6.3 Provision mapping for pupils on the SEN register

The nature of the different interventions is shown on the whole school provision map. The provision map shows waves of intervention from quality first teaching at Wave One to more intensive interventions at Wave Two and Three.

Outside agencies may become involved if a child continues to make little or no progress despite considerable input and adaptations. The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the pupil directly. The pupil's individual targets will set out strategies for supporting the pupil's progress.

These will be implemented, at least in part, in the normal classroom setting.

The SEN register is reviewed throughout the course of the year to make sure pupils are appropriately placed on it. Pupil progress meetings (as well as the use of other data) are used to help inform whether pupils need to be added or removed from the register.

7 Other support we provide

7.1 Supporting parents/carers

In addition to the support outlined above, parents and pupils are supported and guided by the school through a variety of means. These may include:

- The SEN Information Report (14 questions) - available on the school website

- Surrey's Local Offer which includes other agencies who provide a service [Surrey Local Offer Website](#)
- Our school's admission arrangements
- Transition arrangements between classes and to other schools.

7.2 Supporting pupils at school with medical conditions

Christ Church CE Infant School recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

8 Monitoring and evaluation of SEN

The quality of provision within the school is monitored through lesson observations, drop-ins and the close monitoring of interventions. Data analysis also informs the school of where support and possible adjustments to practice need to be made.

Pupil progress is monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on an individual provision map, which are updated when the intervention is changed.

These interventions are monitored and evaluated at least termly by the SENDCO and information is fed back to the Leadership Team and the governing body. This helps to identify whether provision is effective.

Parents are also encouraged to provide feedback during progress meetings and parents evenings. Some individual cases may be discussed with external agencies. The SENDCO also has an action plan which reviews practices over the year. Areas for development are identified and included in the plan to further support pupils with SEN.

9 Key Roles and Responsibilities

9.1 SENDCO/Inclusion Manager

The SENDCO has day-to-day responsibility for the operation of the SEN policy and co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.

Part of the role of the SENDCO is to co-ordinate arrangements with the class teacher regarding those pupils with SEN and disabilities.

SENDCO Name: Miss Miriam Morris

The Role of the SENDCO:

- overseeing the day-to-day operation of the school's SEN policy

- co-ordinating provision for children with SEN including looked after children and Pupil Premium children with SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

Our SENDCO is highly experienced having supported SEND children in a range of primary school settings. She is also a fully qualified and experienced teacher who has received and continues to receive ongoing training in specific areas.

9.2 Leadership Team Member: Miss Morris is also the Head of School.

9.3 SEN Link Governor Kathleen Blain

The SEN Link Governor works to ensure that Christ Church CE Infant School SEN policy works within the guidelines and inclusion policies of the SEN Code of Practice (2014).

9.4 Safeguarding Miss L Wallage and Mrs K Shine are responsible for safeguarding in the school.

10 Training and development

We aim to keep all staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN.

The SENDCO attends relevant SEN courses and facilitates/signposts relevant SEN focused external training for all staff. The SENDCO with the Leadership Team ensures that training opportunities are matched to school development priorities.

Regular INSET and training is used to develop teachers' understanding and knowledge of strategies available to identify and support vulnerable pupils and to increase their knowledge of the types of SEN most frequently encountered.

Training is also provided by outside agencies to support SEN awareness.

11 Reviewing the SEN Policy

This policy will be reviewed annually (or sooner in the event of revised legislation or

guidance) by the SENDCO and the Governor Children and Learning Committee.

12 Problems or complaints

Should pupils or parents be unhappy with any aspect of provision they are encouraged to discuss the problem with the class teacher in the first instance. Anyone who feels unable to talk to the teacher, or is not satisfied with the teacher's comments, should ask to speak to the SENDCO, who is also the Head of School.

In the event of a formal complaint parents are advised to contact the Head of School, or a governor if they prefer, following the complaints procedure protocol. The LA Parent Partnership Service is available to offer advice.

13 Related Policies

- Accessibility
- Equality
- Anti-bullying
- Behaviour
- Child protection and Safeguarding
- Teaching & Learning

These policies can be found on the school website.