SEND Policy

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1.2	Re-format only	May 2016	Re-formatted to be consistent with other policies, names replaced with roles	TJ
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1.4	Teaching Learning and Achievement	Oct 19	Updated policy with extra detail regarding the Graduated Approach.	KH
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1 Compliance

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

- Equality Act 2010: advice for schools Department for Education (DfE) Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England (2014) Key Stage 1 and 2 framework document 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

1.2 This policy was created by the school's Special Education Needs and Disability Co-ordinator (SENDCo) with the SEND Governor in liaison with the Senior Leadership Team (SLT), all staff and parents of pupils with SEND.

1.3 This policy will be implemented in accordance with the School Charter which sets out our character and convictions as a Church of England School

2 SENDCo details

2.1 The school has a Special Educational Needs and Disability Coordinator (SENDCo). She has the National Award for Special Educational Needs (SEN) qualification.

2.2 Contact details are as follows:

E mail: sencochristchurchp@bristol-schools.uk
Telephone number: 0117 377 2830
Postal address: SENDCo, Christ Church CE Primary School, Royal Park, Clifton, Bristol, BS8 3AW

3 Statements of Principle

3.1 Christ Church Primary School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having "special educational needs" have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that every teacher is a teacher of every child, including those with SEND

3.2 We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

3.3 Christ Church Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to promote a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

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3.4 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

3.5 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys
- minority ethnic and faith groups
- learners who need support to learn English as an additional language (EAL)
- learners with 'special educational needs'
- learners who are disabled

3.6 This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

3.7 We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

3.8 At Christ Church Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

3.9 Christ Church Primary School sees the inclusion of children identified as having Special Educational Needs and/or Disability (SEND) as an equal opportunities issue, and we aim to incorporate inclusion in our staffing policies, relationships with parents/carers and the community.

3.10 Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to: being healthy, staying safe, enjoying and achieving, making a positive contribution, and achieving social and economic wellbeing.

4 Identifying Special Educational Needs

4.1 Defining SEN

The 2014 Code of Practice says that: A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv)

4.2 The 2014 SEND Code of Practice identifies 4 areas of special educational need:

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

4.3 It is important to remember that the purpose of identification is to consider the action that needs to be taken and the provision that needs to be made for learners. At Christ Church, we consider the needs of the whole child which will include not just the special educational needs of the child or young person.

4.4 We recognise that there are other factors which are not SEND that may impact on progress and we make reasonable and appropriate adjustments as required. Such factors include:

- Attendance and punctuality
- Health and welfare
- EAL
- Being in receipt of a Pupil Premium Grant
- Being a Looked after Child or an adoptee
- Being a child of a Serviceman/woman
- Bereavement
- Experiences in early life

4.5 Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have Autistic Spectrum Condition (ASC) or Attention Deficit Hyperactivity Disorder (ADHD) or some other disability. Once a child has been diagnosed with a particular condition, the school seeks information and support from the relevant outreach specialist team.

5 A Graduated Approach to SEND Support (Assess, Plan, Do, Review)

5.1 Quality First Teaching

Class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

The first response to any concerns regarding pupil progress should be high quality teaching of a broad and creative curriculum. This is monitored by SLT and curriculum leaders through observations, planning and book scrutinies.

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5.2 School Based Support

- The child's needs may require a greater level of support than that which can be provided through differentiated class teaching.
- Support for the child may be 1:1 or within a small group
- The child may be taught by the class teacher or by a teaching assistant (TA).
- The responsibility for planning for these children remains with the class teacher, in consultation with the SENDCO.
- As part of the review process, the SENDCO and school colleagues, in consultation with the parents/carers may decide that the child needs to access special educational provision at SEN Support level. Pupils are only identified as requiring SEN Support if they do not make adequate progress as a result of a range of intervention/adjustments and good quality personalised learning.

5.3 SEND Support

5.3.1 Children with a special educational need will generally need support additional to and different from their peers. Decisions about who should receive learning support are based on individual needs and assessments.

5.3.2 Where a pupil is then identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place.

5.5.3 SEN Support is indicated where there is evidence that the level and duration of the child's additional needs are such that the child:

- Continues to make little or no progress in the area of concern
- Continues to work at a level significantly below age related expectations
- Continues to have difficulties in developing literacy and numeracy skills
- Has emotional, behavioural or social needs which regularly interfere with the child's or others learning
- Has sensory or physical needs which require additional specialist equipment or regular advice or visits from a specialist service
- Continues to have communication and interaction needs that interfere with the development of social relationships and act as a barrier to learning

5.3.4 When children are identified as requiring SEN Support, they are placed on the SEND register and more robust interventions are planned, completed and reviewed in line with recommendations received from involved specialists.

5.3.5 The support provided consists of a four part process – Assess, Plan, Do, Review

5.3.6 The Assess Plan Do Review cycle is implemented following specialist professional advice. Targets and monitoring is recorded through the use of entry and exit assessments as well as Individual Education Plans (IEPs).

5.3.7 Monitoring takes place and reviews with parents happen three times a year to discuss and review the IEP.

5.3.8 All children with SEND are offered provision as outlined in the BCC document 'Ordinarily Available Provision'. Provision is provided according to need and not dependent on a formal diagnosis.

5.3.9 <u>Assess</u>

In identifying a child as needing SEND support the class teacher, working with the SENDCo, should carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, the views

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and experience of parents, the pupil's own views and, if relevant, advice from external support services or health professionals.

5.3.10 Plan

Where it is decided to provide a pupil with SEND support, their parents will be notified. The teacher and the SENDCo should agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected outcomes. These will be outlined in an Individual Education Plan (IEP) and a date for review will be agreed.

All those working with the pupil, including support staff 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.

5.3.11 Do

The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they should still retain responsibility for the pupil. They should work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in further assessment of the child's particular strengths and weaknesses.

5.3.12 Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date (normally three times each year). The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parents and pupil.

5.4 Education, Health Care Needs Assessment

5.4.1 Sometimes children continue to struggle to make progress, even when supported by external agencies and their needs require additional types of specialist support. When this is the case, the SENDCo would request a statutory needs assessment for an Education, Health and Care Plan (EHCP) with the Local Authority (LA) SEN team.

5.4.2 Parents, carers and the child are included at every stage of this process to ensure all views are collated to secure the best possible outcomes for the child, taking into account their aspirations and expectations for the future.

5.4.3 The school submits evidence to the LA and their Moderation Assessment Panel, using their guidance of 'Criteria for making a statutory assessment', will decide how the child's needs can best be met.

5.4.4 The decision to carry out an EHC Needs Assessment remains with the Local Authority and not the school.

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5.5 Education, Health Care Plans

5.5.1 An EHCP helps to raise aspirations and outlines the provision required to meet the assessed needs of the child and to support the child or young person in achieving their ambitions and agreed outcomes.

5.5.2 Pupils with an EHCP will continue to have arrangements as for SEN Support as well as additional support usually provided through High Needs Block Funding (HNB).

5.5.3 There will be an Annual Review, chaired by the SENDCO, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child. All agencies involved with the education and care of the child as well as the parents and the child themselves, are invited to attend and/or contribute to this process.

5.5.4 Parents and children (where appropriate) are fully involved in the annual review and family views are recorded at every stage of the review and decision making process.

5.5.5 The graduated approach is outlined further in the Christ Church Graduated Approach Pyramid which can be found on the school website https://christchurch.bristol.sch.uk/inclusion .

6 Managing Pupils needs on the SEND register

6.1 If a child is identified as not making expected levels of progress or is experiencing an emotional difficulty which is preventing them from accessing the curriculum, the class teacher or SENDCO will carry out an assessment of the child's needs. This could be in the form of observation, standardised test, discussion with the child and/or parents or carer or the involvement of an outside agency.

6.2 School staff are trained to identify warning signs that could indicate a potential learning difficulty such as dyslexia, Autism Spectrum Disorder (ASD), Attachment Disorder etc

6.3 A child with SEND will have an IEP which will provide information about the child's strengths as well as specific target and identified strategies to support progress. This document is devised by the class teacher and shared with the child and parents. At this point the child will be recognised by the school as having a special educational need. The SENDCo will also be given a copy of the IEP.

6.4 Discussions regarding a child's progress towards their targets will take place at least twice a year at parents evenings. The SENDCO is available to attend these meetings and at other times to discuss any concerns parents have and to offer any support and advice needed.

6.5 Progress is evaluated against any targets set, ensuring that objectives (if applicable) within the EHCP are being addressed.

6.6 It is the class teachers' responsibility to evidence progress made by the child. The class teacher is accountable for progress made by all children within their class.

6.7 The class teachers will create a pupil passport recording the child's strengths as well as need and supportive strategies. These are shared with adults working with the child and used to support transition between year groups.

6.8 Some children have an allocation of funding from the High Needs Block Funding (Top Up Funding) and this can be used specifically for resourcing support for the individual child. Applications for Top Up Funding are the responsibility of the SENDCO.

6.9 Whenever support is provided for a child, it is regularly reviewed for effectiveness. The type of support, as well as the children who receive it fluctuates throughout each school year.

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6.10 Christ Church C of E Primary School has an established collaborative relationship with a range of outside agencies, including, The Educational Psychology Service, Bristol Autism Team (BAT), NHS Speech and Language Therapy Service, NHS Occupational Therapy Service and The Sensory Support Service.

6.11 Extra support is sometimes accessed through Early Help

6.12 When outside agency support is required the SENDCO will contact the appropriate service or agency. The specialist supporting the child in school will monitor the child's progress alongside the SENDCO.

6.13 Costing of specialist provision remains the responsibility of the SENDCO who works in partnership with the Business Manager to oversee the SEND budget.

7 Criteria for Exiting the SEND register

If it is seen that children are making progress which is felt to be sustainable then they may be taken off the SEND register. If this is the case then the views of the teacher, SENDCo, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off the SEND register then all records will be kept until the pupil leaves the school and then will be passed on to the next setting. The pupil will continue to be monitored through the school's monitoring procedures, such as pupil progress meetings. If it is felt that the pupil requires additional assistance then the procedures set out in this policy will be followed.

8 Supporting Pupils and Families

There are a number of ways that the school supports families:

8.1 We direct people to Bristol Local Authority's Local Offer. All the information is in one place to offer support and advice to families with young people with special educational needs. The Bristol Local Offer website is: https://www.bristol.gov.uk/web/bristol-local-offer/parents-carers

8.2 We provide a SEND Information report. This is on the school's website.

8.3 Our admissions arrangements can also be found on the school's website.

8.4 We consult with assessment bodies to ensure that appropriate arrangements are made to allow children with SEND to access tests with the minimum levels of anxiety

8.5 We hold parents' meetings and workshops to inform our community of SEND interventions and initiatives. We advertise citywide SEND projects and meetings

8.6 We point parents in the direction of supportive bodies such as Send and You https://www.sendandyou.org.uk/ (formerly Supportive Parents) and Bristol Parent Carers https://www.bristolparentcarers.org.uk/

8.7 In Term 6, we prepare children for their transition to a new class, according to their needs

8.8 We have arrangements in place to ensure that children with SEND can access all aspects of school life

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9 Supporting Pupils with Medical Conditions

9.1 The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including trips and physical education. The school complies with its duties under the Equality Act of 2010 in the case of children who are disabled.

9.2 Some children with medical conditions may also have a special educational need or an Education, Health and Care plan which brings together health and social care needs as well as SEN. The SEND code of practice is followed.

9.3 We follow the guidelines established in December 2015 by the DFE on this matter: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/803956/supporting-pupils-at-school-with-medical-conditions.pdf

9.4 We have arrangements in place to ensure that children with medical conditions can access all aspects of school life.

10 Monitoring and Evaluation of SEND

10.1 Class teachers are responsible and accountable for the progress of all pupils in their class, including where pupils access support from teaching assistants or specialist staff.

10.2 The progress of children on the SEND register is carefully monitored and evaluated through Pupil Progress Meetings by the Senior Leadership Team.

10.3 The SENDCo and the appointed SEND Governor meet to discuss and monitor SEND across the school.

10.4 The SENDCo updates the Governing Body by writing an annual report.

10.5 This process ensures that there is continual review and improvement of provision for all pupils.

11 Training and Resources

11.1 SEND receives a budget allocation from the school's budget based upon a notional spend on the provision for children with SEND. This is in addition to funding from the LA for children whose special educational need requires provision that is above and beyond the notional spend.

11.2 Staff training needs are identified and planned following performance management meetings, learning observations and through the creation and monitoring of the School Improvement Plan (SIP).

11.3 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.

11.4 All newly appointed staff meet with the SENDCo as part of their induction to understand the structures and systems in place for SEND provision. Transition meetings and Inclusion Folders are also used to communicate and share information about vulnerable learners and children with SEND.

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11.5 The SENDCo regularly attends Local Authority SENDCo cluster meetings in order to keep up with developments and updates in SEND.

12 Roles and Responsibilities

SEND Governor, responsible for monitoring the effectiveness of SEND:	SEND Governor
Line Manager of Teaching Assistants:	SENDCo
Teacher with Responsibility for specific Safeguarding responsibility:	Headteacher, Deputy Headteacher
Member of staff responsible for Children in Care, Adoptees and Pupil Premium Funding:	Headteacher , Deputy Headteacher
Member of staff responsible for managing the school's responsibility for meeting medical needs:	Deputy Headteacher
Allocation of Funding:	School Business Manager

13 Reviewing the Policy

The SEND policy is reviewed annually. The SENDCo and the governing body's Teaching and Learning Committee have responsibility for this review.

14 Accessibility

The school has a separate accessibility plan. This can be found on the school's website.

15 Dealing with Complaints

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings (autumn and spring terms) or during informal meetings to discuss the child's progress.
Should parents/carers wish to contact the school regarding an SEND matter, they should contact the SENDCo in the first instance. Any complaints should come to the SENDCo in the first instance, too. Should a parent feel that their concern has not been resolved, the Headteacher should be contacted.

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16 Bullying and Safeguarding

This section cross-references with school's Behaviour & Anti-Bullying policy and Safeguarding policy.

We take all reports of bullying and concerns about the safety and wellbeing of all pupils very seriously and report our investigations and actions taken to our safeguarding team meeting which meets every term.

The school's pastoral list and green Inclusion Folders include information and strategies for ensuring the safety, wellbeing and independence of all learners, but particularly, those who are vulnerable or who have SEND.

We seek advice from external agencies and act upon recommendations that promote the happiness, inclusion and success of all learners with SEND.

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