




“I have come in order that you might have life – life in all its fullness.”  
John 10:10

## SEN (Special Educational Needs) Policy

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<b>Next review:</b>	Autumn 2017
<b>Signed (Chair of Governors):</b>	
<b>Statutory policy:</b> <u>Yes/No</u> <b>On school website:</b> <u>Yes/No</u>	

<b>The SENCO is:</b>	<b>Mrs Ali Bowden</b>
<b>The SEN Governors are:</b>	<b>Mr Neil Douthwaite Mrs Margaret Hodder</b>

# SEN (SPECIAL EDUCATIONAL NEEDS) POLICY

## 1. Aims

Our school maxim is “Children don’t care how much you know, until they know how much you care” and this, alongside the school’s Christian values, underpins our approach to provision for all children. We believe in meeting the individual needs of every child to ensure the best possible outcomes for their futures.

## 2. Objectives

- To identify children with special educational needs (SEN) at the earliest opportunity and ensure that they receive the most effective support.
- To ensure that children with SEN and disabilities have access to the full curriculum.
- To recognise that all teachers are teachers of SEN. All class teachers are responsible for the educational development of all children in their class.
- To ensure that all learners make the best possible progress.
- To ensure parents understand the needs of their child and are part of the SEN review process.
- To ensure that learners express their views and are involved in decisions which affect their education where appropriate.
- To promote effective partnership with outside agencies.

## 3. Compliance and core principles

This policy was developed by the school’s SENCO (Special Educational Needs Coordinator) and SEN Governor in consultation with the Senior Leadership Team (SLT), school staff, governors and parents/carers.

The policy is written in line with the statutory requirement laid out in the *Special educational needs and disability [SEND] code of practice: 0 to 25 years* (Department for Education (DfE) and Department of Health, January 2015) and has been written with reference to the following guidance and documents:

- Special Educational Needs and Disability Regulations 2014
- *Schools SEN Information Report Regulations* (2014)
- *Supporting pupils at school with medical conditions: Statutory guidance* (DfE, Apr 2014)
- *Equality Act 2010: advice for schools* (DfE, May 2014)
- *The national curriculum in England: Key stages 1 and 2 framework document* (DfE, Sept 2013)
- *Teachers’ Standards* (DfE, Sept 2012)
- *School Admissions Code* (DfE, Feb 2012)
- Equality Act 2010
- Children and Families Act 2014

This policy should be read in conjunction with the following school policies:

- Accessibility Plan
- Behaviour Policy
- Equal Opportunities Policy
- Child Protection and Safeguarding Policy

#### **4. Responsibilities for coordination of SEN provision and inclusion**

##### **4.1 Governors**

**The named SEN Governors are Neil Douthwaite and Margaret Hodder.** The Governing Body, in cooperation with the Headteacher, shall determine the school's general policy and approach to provision for children with SEN, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The SEN Governor liaises with the school's SENCO as appropriate to keep up to date with requirements.

The Governing Body are informed of pupil progress at least annually and, where appropriate, more frequently through the Standards Committee.

##### **4.2 Headteacher**

**The Headteacher is Rupert Kaye.** The role of the Headteacher is to work with the SENCO and Governing Body to establish a clear vision of the provision and resources available to the school.

##### **4.3 SENCO**

**The school SENCO is Ali Bowden,** who is also the Deputy Head and a member of the SLT. The school SENCO coordinates SEN provision throughout the school. The SENCO has responsibility to:

- lead the SEN support assistants, including the planning and monitoring of timetables and intervention programmes;
- monitor children's Learning Passports,
- liaise with outside agencies;
- liaise with class teachers about children who are giving cause for concern;
- manage provision for children with disabilities or medical needs;
- keep the SEN Governor informed where appropriate;
- oversee the Assess-Plan-Do-Review cycle;
- maintain the SEN register, keeping it up to date.

The SENCO will be responsible for maintaining the records of any pupil causing concern and will be the point of contact with any of the support agencies from outside the school who might be asked for advice. This contact will be initiated only with the consent of the Headteacher and the parents. Parents will be involved at every stage of the child's school career and the SENCO will be responsible for ensuring that the class teacher has consulted and informed the parents of any pupil who may have special needs.

##### **4.4 School Business Manager**

The School Business Manager will ensure SEN monies are ring-fenced and spent on SEN provision.

## 5. Identifying special educational needs

5.1 Our aim is to identify where a child needs additional support at the earliest opportunity in each area. The *SEND Code of Practice* (2014) classifies SEN under four categories of need:

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

**Note:** It is no longer acceptable to identify “behaviour” as SEN.

5.2 We identify special educational needs through the following:

- Information provided by parents or other professionals on entry to the school or nursery.
- The child’s progress (in any area including social or emotional development):
  - 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;
  - widens the attainment gap.

(From *SEND Code of Practice* (2014).)

Children’s progress is tracked carefully by class teachers and reviewed at regular team meetings, and at half-termly Pupil Progress Meetings.

5.3 However, there are many factors which are not SEN but may impact on progress and attainment:

- Disability (the *Code of Practice* outlines the “reasonable adjustment” duty for all settings and schools provided under current disability equality legislation – these alone do not constitute SEN)
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the pupil premium grant
- Being a looked-after child
- Being a child of a serviceman/woman.

## 6. A graduated approach to SEN support

As part of the Assess-Plan-Do-Review cycle:

- In the first instance any concerns will be addressed through Quality First Teaching in the child’s class. This will include a more personalised approach and careful differentiation within the classroom.
- At Christ Church C of E First School we use a topic-based approach to our curriculum, making relevant links for children between different areas of learning where appropriate. We also believe in a practical, play-based approach to learning and continue Early Years approaches throughout the school, including a role-play area in every classroom to provide real life scenarios for learning in context.

- Where a child continues to make less than expected progress, the teacher (with the support of the SENCO where necessary) will provide small group additional targeted support; this may include assessing their needs using appropriate assessment tools.
- If a child continues to underperform, then the SENCO will become involved to carry out appropriate assessments to provide more specialised, individual support. At this stage parents will be informed that their child is needing additional support and a plan will be shared. Staff from the SEN team may work with your child at this point.
- If in-school support does not have an impact or if a child's needs require more specialist assessment, the SENCO will refer to appropriate external support agencies to provide advice to the school on how to meet the child's needs.
- All interventions are reviewed at least termly by either the SENCO or the class teacher to measure their effectiveness.

Parents are involved through the following:

- Parents' evenings are held termly to discuss children's progress and how their needs are being met.
- Additional meetings can be arranged to meet with the SENCO or class teacher as needed.
- Where a child has high level needs and/or an Education and Health Care Plan (EHCP), there will be an Annual Review Meeting in addition to termly reviews.
- Where a child has an assigned learning support assistant, daily conversations about their life at home and school can take place to ensure the best support and communication.
- Parents can raise any additional areas to target for their child with the class teacher so they can be included in their child's next support plan.

- 6.1** If a child is placed on the SEN register a Learning Passport will be started for them. This includes a One Page Profile which gathers the child's views on what is important to them, how best to support them and long-term outcomes needed. This profile is also written with parents input at one of three termly parents' evenings.
- 6.2** Each child's SEN Passport includes a support plan, which will also be reviewed at the parents' evening. Support plans will include what additional provision will be provided at school and how this can be supported at home.
- 6.3** Where a child has "high level needs" (as defined below) and/or an EHCP there will also be an Annual Review Meeting in addition to termly reviews.
- 6.4** All children's learning progress is tracked and monitored by the SLT at half-termly/termly Pupil Progress Meetings. Any additional interventions on child support plans

are reviewed at least termly (half-termly where appropriate) by either the SENCO or the class teacher to measure their effectiveness. An overview of this is kept by the SENCO to ensure all children's progress.

- 6.5** If a child or family needs further additional support, external agencies may be referred to. (Please also see our Assessment Continuum or Passport, which includes our Provision Map.)

In-school specialist support:

- Sally Keegan (Play therapist)
- Wessex Counselling

External agencies we can access include the following:

- Autism Team
- Educational Psychologist
- CAMHS (Child & Adolescent Mental Health Service)
- Vision support service
- Hearing support service
- Education Attendance Officer
- Physical Impairment and Medical Support Service
- Specialist nurses
- Social Services
- Integrated Therapy Service (Speech & Language/Occupational Therapy/Physiotherapy)
- Local hospital (paediatricians)
- Learning Support Service
- Critchill Special School resource base
- Area SENCO
- Portage Worker
- Frome Learning Partnership (FLP) Behaviour Strategy Panel.

- 6.6** "High level needs" are categories of need where the SENCO can apply for additional funds from Somerset County Council. This is for a very small proportion of children and specific criteria need to be met. Parents will be involved through the annual review process.

- 6.7** If a child is not currently needing or receiving additional SEN support, their name will be removed from the SEN register.

## **7. Specialist provision**

- 7.1** Provision available for children needing SEN support includes the following:

- "Learn to move, move to learn" intervention available from trained staff.
- In-school SEN learning interventions are tailored to meet the needs of the child and these include Individual Literacy Intervention; Talking Partners; 1:1 tuition

in phonics, reading, writing or maths; Speech and Language therapy, following therapist-provided programmes or based on in-school assessments.

- We provide a range of support and interventions for children with social and emotional needs, including Talkabout Social Skills Groups; Theraplay; Little Gems Nurture Group; Forest School; Play Therapy; PFSA (Parent and Family Support Advisor) or PAT (Parent As Teacher) worker; Wessex Counselling.

**Note:** for the full scope of provision we provide in this area, please see our Behaviour and Vulnerability Pyramid, which is located on the SEN and Equality section of the school website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**7.2** In addition, programmes for physical needs are provided by qualified staff using in-school or Occupational Therapist/Physiotherapist-provided programmes.

## **8. SEN offers, policies and report**

**8.1** **The Somerset County Council Local Offer** can be found at:

[www.somersetchoices.org.uk](http://www.somersetchoices.org.uk)

**8.2** **The Christ Church C of E First School and Nursery SEN Offer** can be found on the SEN and Equality section of the school website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**8.3** **The Christ Church C of E First School and Nursery SEN Report** ('SEND Regulations 2014, Regulation 51 and Schedule 1) can be found on the SEN and Equality section of the school website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**8.4** **Admission Arrangements** can be found on the Policies and Procedures section of the school website at:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**8.5** **School Children with Medical Conditions Policy** can be found on the Policies and Procedures section of the school website at:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

## **9. Supporting pupils and families**

As a school we are also able to refer families needing extra support to the school's **PFSA (Parent and Family Support Advisor)** or **PAT (Parent As Teacher)** worker.

Another source of advice and support is the Somerset Parent Partnership Service.

Website: [www.somersetparentpartnership.org.uk](http://www.somersetparentpartnership.org.uk) Email:

[enquiries@somersetparentpartnership.org.uk](mailto:enquiries@somersetparentpartnership.org.uk) Telephone: 01823 355578.

## **10. Transition**

- For children starting the school in Nursery or Reception with known needs, an Entry Planning Meeting involving all professionals and parents will be held to plan the transition and provision.
- On starting school, several “Starting School” sessions for parents and children are provided to enable a good, supportive transition.
- Photo books about the child’s new class/school will be provided for those children who need this.
- All children participate in a transition morning.
- On transition to middle school, SENCOs meet to discuss all children with additional needs and middle school SENCOs are invited to the Annual Review Meeting.
- Additional meetings for vulnerable pupils are arranged between class teachers.
- Additional visits are arranged for those children who need this support.
- School Entry Planning Meetings are arranged with the middle school and parents for those children with the highest need.

## **1. Supporting pupils at school with medical conditions**

**11.1** 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

**11.2** Some may also have SEN and may have a statement, or EHCP, which brings together health and social care needs, as well as their special educational provision and the *SEND Code of Practice (2014)* is followed.

**11.3** Where a child has specific medical needs, a plan will be drawn up in consultation with health professionals to ensure that needs are met; this includes Toilet Management Plans where needed.

## **12. Monitoring and evaluation of SEND**

**12.1** We are committed to the early identification of children who may have additional needs. Children who may have SEN or be “vulnerable” are initially identified through information gathered from teachers, support staff and parents. The child is then discussed with the SENCO to identify the child’s needs and how best to address them.

Children are also continually assessed as stated in the school’s assessment policy, and children in need of additional support may also be discussed at termly Pupil Progress Meetings with the SENCO and Headteacher.



**12.2** Children's needs are reviewed through a variety of methods including the following:

- Behaviour and Vulnerability Toolkit meetings
- Key Stage meetings
- Pupil Progress Meetings
- Cohort meetings
- Consultation meetings
- Annual Review Meetings
- Parents' evenings
- Monitoring of interventions
- End-of-year data analysis.

### **13. Training and resources**

**13.1** The school receives delegated funding for pupils with SEN. This is additional to the funding the school gets for all pupils. Special needs pupils have access to all the resources for the school equally with other pupils. The SEN money is spent in the following way:

- Weekly non-contact time for SENCO (0.2)
- Supply cover for SENCO in order to coordinate SEN arrangements, e.g. time to see Educational Psychologist, SEN support teacher, SEN non-teaching staff, parents, courses, etc.
- SEN support assistants to deliver interventions
- Support assistants to work 1:1 with children
- Nurture Group Assistants
- Physical resources
- Counselling
- Play Therapy
- Additional hours for supply cover, SENCO release time, etc.
- SEN administrator time.

**13.2** All school staff have received accredited Team Teach training, attachment training and Child Protection training. Where appropriate, staff have also received training in the following areas:

- Vision awareness
- Hearing awareness
- Autism awareness
- Eiklan Speech and Language
- Individual literacy intervention
- Theraplay
- Talking Partners
- Somerset Total Communication (or Makaton)
- Moving and handling
- Forest School
- "Learn to move, move to learn" intervention available from trained staff.

**14. Storing and managing information**

Refer to the school's Information Security Policy and Data Protection Policy.

**15. Accessibility**

Refer to the school's Accessibility Plan.

Christ Church C of E First School is a fully accessible flat site, with a proven history in supporting children with physical disabilities. We have a fixed hoist and disabled toilet, and several staff are Moving and Handling trained.

Where a child has other needs, such as visual needs, the site has been adapted to meet these needs, for example, lines painted to show changes in level and blinds fitted for light sensitivity.

**16. Dealing with complaints**

If parents are concerned about the provision for their child, they should discuss it with the class teacher or Headteacher.

If there are any complaints relating to the provision for pupils with SEN, these will be dealt with in the first instance by the Headteacher/SENCO. The Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

The school's Complaints Procedure is available on the website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**17. Bullying**

Refer to the school's Anti-Bullying Policy, which can be found on the Policies and Procedures section of the school website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**18. Other documentation**

To see the school's Assessment Continuum, Behaviour and Vulnerability Pyramid, SEN Report and Learning Passport, go to the SEN and Equality section of the school website:

[www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**19. School contact details**

Contact details for Christ Church C of E First School:

Address: Feltham Lane  
Frome  
Somerset BA11 5AJ

Telephone: 01373 463781

Fax: 01373 453218

Email: [sch.152@educ.somerset.gov.uk](mailto:sch.152@educ.somerset.gov.uk)

Website: [www.christchurch.somerset.gov.uk](http://www.christchurch.somerset.gov.uk)

**20. Reviewing the policy**

The SEN Policy will be reviewed annually by the SENCO and SEN Governor.