



Christ Church

Church of England Primary School

Being Thankful, Celebration, Fairness, Forgiveness, Honesty, Love for All

SEND POLICY

Our Vision

Successful and outstanding in all we do.

"I can do all things through Christ who strengthens me." Phil 4:13

Our mission statement is:

Have Faith, Take Responsibility, Show Respect and Achieve.

- Have Faith – to believe in yourself, if you have a religion, strengthen your own faith
- Take Responsibility – for yourself, your actions, the environment
- Show Respect – towards everyone
- Achieve – work hard, persevere, be resilient and strive to be the best you can be

The ethos of our school is embedded in our Christian values:

Honesty, Forgiveness, Love for all, Celebration, Fairness' Being Thankful, Ambition and Resilience

"Make level paths for your feet," so that the lame may not be disabled, but rather healed.

Hebrews 12:13

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment. We acknowledge that to allow or condone bullying may require consideration under child protection procedures.

Policy originally approved: October 2018:

Last Review Date: June 2019, Sept 2020, July 2021 at Policy group

Signed off by FGBM on: 23rd September 2021

Next review: September 2022

Embedding Pupil Safeguarding Awareness in the Curriculum

All teachers incorporate elements of safeguarding into their lessons where appropriate. This involves:

- Informal conversations;
- Teacher/pupil discussions;
- Briefings for outings and trips (road safety/stranger danger etc.) ;
- The implementing of our e-Safety Policy regarding ICT usage;
- An awareness of any potential hazards in lessons – identifying risks and dangers;
- Fire drills;

Safeguarding is also about pupils' emotional well-being. Teachers encourage pupils to speak out if there is something worrying them, or if they are aware of, or witness something unacceptable, untoward or disturbing. Teachers promote tolerance and respect for each other and acceptance of individual differences. Teachers help pupils to develop confidence and resilience and to discuss what to do if things go wrong. They are approachable and show their willingness to help pupils at all times.

British Values

At Christ Church C of E Primary School we promote the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

This includes:

- paired and group work as sharing and working together
- making choices with an understanding that the freedom to choose and have other views is respected and tolerated
- debating social issues with an understanding of how people can influence decision-making through the democratic process
- an appreciation that school rules protect individual children and is essential for their wellbeing and safety
- an acceptance that other people having different faiths or beliefs to oneself (or having none) are accepted and tolerated without discrimination through school council elections, persuasive writing, and by promoting our Christian school values and Fruits of the spirit as guidelines for behaviour choices.

This school is committed to safeguarding and promoting the welfare of children and this policy supports this commitment. This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2015
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy should also be read in conjunction with our other policies in particular; Behaviour Policy, Assessment Policy, Equality Policy, Safeguarding Policy, Homework Policy, Complaints Policy, Accessibility Plan, Medicine Policy and Emotional Wellbeing Policy .This policy was developed by a working party of school stakeholders and will be reviewed annually.



Special Educational Needs
& Disabilities

What is Special Education Needs and/or Disabilities?

The Special Educational Needs Code of Practice 2015 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

SEND can be broadly defined under four main categories:

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

Quality first teaching is differentiated and personalised to meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

What SEND provision is offered at Christ Church Cof E Primary?

We are an inclusive mainstream school and all members of staff here at Christ Church are committed to ensuring the best outcomes for pupils. We believe that:

'All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into secondary school.'

The school also currently meets the needs of pupils with an Education, Health and Care plan (EHCP). Decisions on the admission of pupils with an EHCP are made by the Local Authority in consultation with the school and parents.

The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

Who can I talk to at Christ Church about my child's difficulties with learning or SEND?

- In the first instance, speak to your child's teacher(s)
- If you require further information or support then make an appointment to speak with the school SENCo, Mrs Maeve Page, by emailing or calling the school office

How will the school identify pupils with SEND?

At Christ Church class teachers monitor the progress of all pupils regularly to review progress. Pupils who are identified as not making sufficient progress may be given additional support at SEN Support level primarily through quality first teaching. Class teachers meet with the Senior Leadership Team to discuss the progress pupils have made in their class. We also use a range of assessments with all the pupils at various points of the school year. We accept the principle that pupils' needs should be identified and met as early as possible. The SENCO works closely with the Head teacher and class teachers using whole school tracking data. The progress of pupils working below National Curriculum Standards and therefore age related expectations is monitored and assessed using the Engagement Model (DfE July 2020 - The engagement model is statutory for use from 2021/22 academic year. Schools can no longer assess pupils against P scales 1 to 4.)

We use a number of additional indicators of special educational needs.

- the analysis of data including entry profiles, Foundation Stage Profile, Baseline Assessments and annual pupil assessments
- the use of PAN London SEN criteria
- following up parental concerns
- tracking individual pupil progress over time

- liaison with feeder schools on transfer
- information from previous schools
- information from external professionals and services

The SENCO maintains a list of pupils identified through the assessment indicators and procedures. This list is reviewed and analysed termly, following meetings with class teachers. A detailed analysis of the list takes place termly.

What will the school do if they have concern about a pupil's progress?

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified as it helps to support narrowing the gap between the child and their peers or prevent the attainment gap widening. This extra support will enable the pupil to catch up.

Examples of additional support could include:

- in class support for small groups with an additional teacher or Teaching Assistant
- small group withdrawal with a TA or teacher
- individual class support or individual withdrawal
- further differentiation of resources or learning objectives within a quality first teaching approach
- Specific targeted interventions
- Deployment of extra staff to work with the pupil as part of their EHC plan, if required
- Provision of alternative learning resources or special equipment
- Group support
- Provision of additional adult time in devising interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to external agencies (for example Speech and Language Service or Educational Psychology Service)

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, (in consultation with parents) strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases some underlying needs often explain insufficient progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise. If the school needs to consult with an outside agency then parents are informed prior to a referral being made, and consent from parents is obtained in writing if applicable.

The purpose of more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. Findings will be shared with parents, put into a support plan and reviewed regularly, details can be refined and revised as necessary. At this point, because the pupil requires additional and extra provision, we will have identified that the pupil has a special educational need.

If the pupil makes good progress using additional or different intervention (but would not be able to maintain this good progress without it) we will continue to identify the

pupil as having a special educational need and they will be added to the SEND register at SEND support level. Parents will be informed that their child is on the SEND register.

If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. At Christ Church we recognise and acknowledge that progress is the crucial factor in determining the need for additional support. Good progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

At Christ Church we record the steps taken to meet pupils' individual needs. The SENCO will maintain the records and ensure access to them. In addition to the usual school records, the pupil's profile will include:

- Information from parents
- Information about progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health and/or social services
- Information from other external agencies

Pupils who have been identified as needing support will have provision which identifies targets and outcomes, and any provision made that is 'additional to' and 'different' from usual classroom provision. For pupils with an Education Health and Care Plan, provision will be in place to meet the stated outcomes for the individual pupil on their plan.

When will intervention be put in place?

Targeted, time limited intervention will be put in place if pupils:

- Make little or no progress despite quality first teaching
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social and/or emotional needs
- Have sensory and physical needs, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction problems and make little or no progress despite experiencing a differentiated curriculum

Strategies for ensuring pupils' progress will be closely monitored so that the impact of the intervention is clear for the pupil, parent, teacher, SENCO and teaching assistant. We use an Assess, Plan, Do and Review model:

- Assess need
- Plan Short-term targets and Teaching strategies
- Provision implemented over a set period of time
- Review progress over given time



What specialist services or external agencies can be accessed through Christ Church?

At Christ Church we seek advice and support from external agencies if we feel this would benefit the pupil and once parental consent has been given. This support will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:

- Still makes little or no progress in specific areas over a long period
- Continues to work at considerably lower than expectations for a pupil at a similar age
- Continues to experience difficulty in developing English and/ or Mathematics skills
- Has emotional or behavioural needs that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists.
- Has communication or interaction problems that impede the development of social relationships, thus presenting barriers to learning

The class teacher and/or SENCO meet with parents to discuss the purpose of involving an external agency and what the roles of outside professionals entail. Usually, referrals from external agencies involve filling out a referral in school, and some referrals require additional information from school and from home.

The Links with Education Support Services could include:

- Educational Psychology Service (EPS)
- Individual Pupil Support Service (IPSS)
- Speech and Language Therapy Service
- Educational Welfare Service

- FACT
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

What is a Statutory Needs Assessment Request and why might school suggest this?

The school will request a Statutory Needs Assessment Request from the LA when a pupil remains a significant concern despite having an individualised programme of sustained intervention over time which is recommended by outside professionals. A Statutory Assessment might also be requested by a parent or an outside agency. The school will have the following information available:

- The interventions identified to support progress
- Current and past individualised intervention programmes as part of the school's provision map
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Progress and attainment data.
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- The views of the pupil (this may be done pictorially for younger pupils or through a pupil voice conversation with older children)
- Social Care and Educational Welfare Service reports if appropriate
- Any other involvement by professionals

What is an Education, Health and Care Plan (EHCP)?

An EHCP will normally be provided where, after a Statutory Needs Assessment Request, the LA considers that the pupil requires provision beyond what the school can offer. However, the school recognises that a request for a Statutory Needs Assessment Request does not automatically lead to that additional support being provided.

An EHCP will include details of outcomes and provision for the child. These are used to develop targets that are:

- 'Small step' targets matched to the longer-term outcomes set in the EHCP
- Established through parental and pupil consultation (where appropriate)
- Matched to the intervention programme
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

More information about EHCPs and making a needs assessment request can be found in the Golden Binder. Up to date, electronic versions of the forms relating to EHCPs, Annual Review and SEN support should be accessed via the Golden Binder pages on the Local Offer.

[Click here](#) for the Golden Booklet which provides a quick overview of the guidance, based on the key chapters of the Golden Binder.

What are annual reviews?

For pupils with an Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made.

Annual Reviews take place and the LA will inform the Head teacher at the beginning of each school term of the pupils requiring reviews. The SENCO will organise these reviews and may invite:

- The pupil's parents
- The pupil (depending on parental wishes and the level of understanding of the pupil)
- The relevant teachers
- The Educational Psychologist
- Any other person the SENCO considers appropriate to benefit the child

The aim of the review will be to:

- Assess the pupil's progress in relation to the agreed targets to meet the longer-term outcomes
- Review the provision made to meet the pupil's needs as identified
- Consider the appropriateness of the existing plan in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new outcomes for the coming year or key stage

How will the effectiveness of provision be monitored?

Regular monitoring and review will focus on the extent to which planned objectives have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made. In Christ Church we aim to set SMART outcomes that are written in child-friendly language so that children are able to access and understand their specific outcomes and targets.

The SEN Code of Practice (2015) describes adequate progress as:

- Similar to that of children of the same age who had the same starting point
- Matching or improving on the pupil's previous rate of progress
- Closing the attainment gap between the pupil and children of the same age

What is a SEND progress review meeting?

Every pupil in the school has their progress tracked half termly by their class teacher. In addition to this, pupils with special educational needs may have more frequent and detailed assessments to inform targets and to measure small steps of progress.

Assessment data feeds into the support plan where planned outcomes can be reviewed and adjusted.

What curriculum do pupils with SEND follow?

At Christ Church we follow The National Curriculum in England and adapt the curriculum and the learning environment for pupils with special educational needs in accordance with the SEND code of practice 2015. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Governors ensure and support whole staff training and development.

How is funding allocated to support SEND pupils?

Schools receive funding for SEN pupils. This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. For example, this may include IT resources with specific learning programmes or access to Makaton. The support offered is matched to needs of individual pupils with SEN and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request a ‘top up’ from our Local Authority through the Statutory Needs Assessment Request. The Head teacher makes the final decision on the use of the personal budget within the school if requested on an Education, Health and Care Plan.

What additional activities are offered for SEND pupils?

All clubs, trips and activities offered to pupils at Christ Church are available to pupils with special educational needs. For some pupils ‘reasonable adjustments’ may need to be made in partnership with families and carers. There are many extra-curricular clubs that pupils may choose to attend. These are held before, during and after the school day.

Children with SEND will be able to access these activities with reasonable adjustments as appropriate to ensure children with additional needs to attend these alongside their peers if they wish. When necessary parents or carers can be involved at the appropriate stage in helping to plan for any activities or trips by giving advice about routines/medication timings etc

If necessary, preliminary visits can be planned to residential centres prior to the planned pupils' excursion to reassure parents and to prepare the child.

Support is provided during lunch times and breaks if necessary for individuals who find these parts of the day more challenging. The Senior Leadership team is available at the beginning and end of the school day to provide support.

How is emotional and social development supported at Christ Church?

At Christ Church we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills. This is modelled through direct teaching and indirectly through daily scenarios and conversations between pupils and staff.

For some pupils with a higher level of need in this area we can provide; Nurture Groups, individual ELSA support (Emotional Literacy Support), social skills groups, mentor time with a member of the senior leadership team or support from external agencies. Additionally, there is opportunity for children to have time-out in the Sky Room or the Ark (pod). Pupils can use this if they need a quiet reflection space. Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are interested in hearing parents or carers and pupils' views. Teachers and staff frequently carry out pupil voice questionnaires, where appropriate, to understand the views of individual pupils and to listen to their thoughts over their provision.

Safeguarding case reviews shows that children and young people with SEND who are more likely to be the victims of bullying so it is important to ensure that they report any behaviour that concerns them. They will be provided with access to safe, supervised places during social time. Peer mentor support systems are in place to support pupils during social times, as well as raising awareness of positive communication for everyone in the school community.

There is a staff library of books which cover many different issues relating to children, child development and special educational needs, which parents are also welcome to use - please contact the SENCO for a list of relevant resources.

Who is the SEND Co-ordinator (SENCO) at Christ Church?

The SENCO at Christ Church is Mrs Maeve Page, who is a qualified teacher and who has been accredited with the National Award for SEN Co-ordination.

Mrs Page is available on 0208 399 8166.

What training do we offer staff at Christ Church?

All teachers and teaching assistants have frequent training to enable them to support children with special educational needs.

In addition some teachers have received enhanced and specialist training - please refer to 'What we offer' on the website.

Where a training need is identified, we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and Language Therapist, Occupational Therapists, Physiotherapists, Teaching and Learning Advisors, the School Nurse Team and partner schools in the local area.

Some examples of recent staff training:

- All staff across the school have received 'Attachment Awareness' training from Kingston Virtual School and the Educational Psychology Service in Kingston
- Socially Thinking training from the Speech and Language Team (Your Healthcare) for all teaching assistants
- All staff have been trained to use the 'Zones of Regulation' approach and emotion coaching
- We have 5 members of staff who have completed the Youth Mental Health First Aid Training
- Most of our teaching assistants but particularly the Pupil Specific staff have been trained by our link Educational Psychologist to use Precision Teaching

We are committed to ensuring that all staff, regardless of their role in school, are kept up-to-date with the most effective approaches and strategies to meet the needs of all pupils.

The SENDCo attends regular SEND cluster meetings run by AfC to share good practice amongst schools within Kingston and Richmond and to ensure that all mandatory training and updates are adhered to.

How can I help my child at home?

All parents of pupils at Christ Church on the SEND register are invited to discuss the progress of their children on three occasions a year. They receive a written report once a year and progress report meetings twice a year. In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following normal provision improvements and progress is not seen, we will contact parents to discuss what we will be doing to help to address these needs further. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review which, wherever possible, will also include other agencies involved with the pupil. Information will be made accessible for parents.

How do we ensure that the child's voice is included in their provision?

When a pupil has been identified as having special educational needs or a disability the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Teachers or teaching assistants will frequently talk to them about their targets and what they would like in their plan to support their personal goals and wishes. Depending on their age and needs, they will be expected to attend part of the meeting being held about them or provide a written or scribed contribution with support from familiar adults as required.

Who should I contact if I have a complaint?

The same arrangements for the treatment of complaints at Christ Church are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns with the class teacher, SENCO, Deputy or Head teacher to resolve the issue before making the complaint formal to the Chair of the Governing Board. The Governor for SEND is Ms Carol Buchanan. Please refer to the Complaints Policy.

What role do the Governing Board have for SEND pupils?

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Premium level membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to Local Authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc.
- School Nurse

What support services are available for parents of children with SEND?

KIDS Richmond and Kingston SEND Information, Advice and Support Service (SENDIASS) are local voluntary sector organisations that deliver Parent Partnership Services and provide free, impartial, confidential, advice, support and options around educational issues for parent or carers who have children with special educational needs or disabilities aged 0-25.

SENDIASS

Telephone: 020 8831 6179

Email Address: RichmondKingston@kids.org.uk

Website: <http://www.kids.org.uk>

More information about Parent Partnership services can be found on the Local Offer:
<https://www.afclocaloffer.org.uk/organisations/14483-kids-richmond-and-kingston-send-information-advice-and-support-service-sendiass?term=sendiass>

How is transition supported for SEND pupils?

At Christ Church we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. We also contribute information to a pupils' onward destination by providing information to the next setting. The SENCO at Christ Church meets with the SENCO and Head of year 7 for each relevant Local Authority secondary school to discuss each pupil. Those with SEND complete a communication passport showing how they learn best and what things they need to help them to succeed in the transition to secondary school.

What is Achieving for Children's Local Offer?

The Local Authority's local offer is published on https://kr.afcinfo.org.uk/local_offer and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the governing body's policy for pupils with SEN. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Approved by the Full Governing Body June 2019

Approved by the Full Governing Board September 2021

“Bear one another's burdens, and so fulfil the law of Christ.” Galatians 6v2