



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

Honesty

Forgiveness

Love for all

Celebration

Fairness

Being thankful

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:

Last Review Date: September 2014

Next review September 2015

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 2014
- 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, and Accessibility Plan, Medicine Policy, . This policy was developed by a working party of school stakeholders and will be reviewed annually.

Definition of SEN

The Special Educational Needs Code of Practice 2014 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.

High quality teaching that is differentiated and personalised will 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.

SEND Provision

Christ Church is a mainstream school and 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 a statement of special educational need / Education, Health and Care plan with the following kinds of special educational need: social communication and interaction difficulties, cognition and learning difficulties, Social, mental and emotional health (SMEH) and Sensory and/or physical development . Decisions on the admission of pupils with a statement of special educational need / Education, Health and Care plan are made by the Local Authority.

The admission arrangements for pupils without a statement of special educational needs / 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.

Identification and assessment of pupils with SEN

At Christ Church class teachers monitor the progress of all pupils regularly to review progress. Class teachers meet with the Senior Leadership Team half termly 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 including; Target Tracker, RAISE online and Fisher Family Trust data as an early identification indicator.

We use the P Levels in accordance with QCA guidance: the P Levels are integrated into our whole school assessment systems. P Levels are used to monitor the progress of pupils working below National Curriculum Levels.

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

- the analysis of data including entry profiles, Foundation Stage Profile, Baseline Assessments SATs, CATs, reading ages, 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 other 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.

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 help supports 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 TA or Special Needs Teacher
- individual class support / individual withdrawal
- further differentiation of resources
- Specific Interventions (Wave 3)
- Deployment of extra staff to work with the pupil
- Provision of alternative learning materials/ 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 Speech and Language Service, 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.

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 / 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. 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 on progress and behaviour
- Pupil's own perceptions of difficulties

- Information from health/social services
- Information from other agencies

Pupils who have been identified as needing support will have provision which identifies targets and any provision made that is 'additional to' and 'different' from usual classroom provision. For pupils with statements, provision will meet the recommendations on the statement.

In subjects where SEN children have curriculum targets these are used to inform pupils' targets and progress. Curriculum targets are recorded in learning journals, maths books and Religious Education Books, so that all pupils are clear of the next step they need to make in their learning.

Intervention

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

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent emotional/behavioural difficulties which are not affected by behaviour management strategies
- Have sensory/physical problems, 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 made over half term
- Review progress over given time

External Agencies

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/Mathematics skills
- Has emotional/behavioural problems 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 Links with Education Support Services could include:

- Educational Psychology Service EPS
- Behaviour Support Service
- Speech and Language Therapy Service
- Educational Welfare Service
- FACT
- Community Health Service
- Family support and safeguarding
- Parent Partnership Service

Request for Statutory Assessment

The school will request a Statutory Assessment from the LA when, despite an individualised programme of sustained intervention, as advised by an external agency if the pupil remains a significant cause for concern. A Statutory Assessment might also be requested by a parent or 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
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports if appropriate
- Any other involvement by professionals

Education, Health and Care Plan (EHCP)

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

A Statement will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term objectives set in the Statement
- 'small step' targets
- Established through parental/pupil consultation

- Matched to the intervention programme
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

Annual Reviews

For pupils with or without a statement of special educational needs / 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. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Annual Reviews take place and the Local Authority 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 if appropriate
- 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 objectives (not all reviews involve statemented) pupils
- Review the provision made to meet the pupil's need 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 objectives for the coming year

Provision Effectiveness

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.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

SEN Progress Review

Every pupil in the school has their progress tracked half termly. 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.

The Curriculum

At Christ Church we follow The National Curriculum In England and how to adapt the curriculum and the learning environment for pupils with special educational needs in accordance with the SEND code of practice 2014. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / 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)

Identifying SEN

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.

Funding

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. 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. The Head teacher makes the final decision on the use of the personal budget within the school.

Additional Activities

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 SEN will be able to access all these activities and we will make provision for children with additional needs to attend these alongside their peers. When necessary parents/carers are involved in planning for any activities or trips and may be asked to accompany their child if appropriate. If necessary, preliminary visits can be planned to residential centres prior to the planned pupils' excursion. 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.

Emotional and social development support

At Christ Church we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide; Nurture Groups, One to One ELSA support (Emotional Literacy Support) mentor time with a member of senior leadership team or get support from external agencies. As well as a time-out space in the Sky Room for pupils to use when upset or agitated etc. 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/carers and pupils' views. Include here how pupils are able to contribute their views, particularly in relation to provision for them and how they can best be supported. Refer to the Anti- Bullying Policy

Children and young people with SEN 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 support systems are in place in addressing bullying behaviour, as well as raising awareness of SEN 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 welcome to use, located outside the SENCO's office.

SEN Co-ordinator

The SENCO at Christ Church is Mrs Lucy McMullan, who is a qualified teacher and has been accredited by the National Award for SEN Co-ordination (2014) she also holds the following qualifications. First Class Degree in Education (1997), Masters Degree in Education Management (2002). Leadership Pathways Qualification (2010) Safe guarding Training Level3 (2013) Common Assessment Framework Training Parts 1 and 2, eCAF Training (2014)

Mrs McMullan is available on 0208 390 8166 or lwintl1@ccp.rbksch.org

Staff training

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, physiotherapist, dyslexia specialists, Teaching and Learning Advisors, school nurse etc.

Parental Involvement

All parents of pupils at Christ Church on the SEN register are invited to discuss the progress of their children on 3 occasions a year. They receive a written report once a year and progress reports 2 times 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, in progress are not seen, we will contact parents to discuss what we will be doing to help to address these needs better. 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 all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / 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.

Pupil Voice

When a pupil has been identified as having special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. They will be expected to attend part of the meeting being held about them or provide a written/scribed contribution.

Complaints

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 teachers to resolve the issue before making the complaint formal to the Chair of the Governing Body. Please refer to the Complaints Policy.

Governing Body

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
- Ability to make ad hoc requests for advice from the Education Inclusion Service, etc (eg Dyslexia consultants)
- Membership of professional networks for SENCO e.g. NASEN, SENCO forum, etc
- School Nurse

Support Services

EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parent/carers who have children with special educational needs or disabilities aged 0-25.

EnhanceAble Children's Service
Moor Lane Children and Young People's Development Service
The Moor Lane Centre
Moor Lane
Chessington
Surrey
KT9 2AA

020 8547 6200

www.enhanceable.org/parentpartnership.htm

Transfer

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 SEN 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.

Kingston's Local Offer

The local authority's local offer is published www.kingston.gov.uk/info/200328/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

Next review on September 2015