



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: June 2017

Next review June 2018

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

Definition of SEND

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.

Quality first teaching 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 Needs or an Education, Health and Care plan. These plans focus on the four main areas of additional needs: Cognition and Learning; Communication and Interaction; Social Emotional and Mental Health; Sensory and Physical. Decisions on the admission of pupils with a Statement of Special Educational Needs or an Education, Health and Care Plan are made by the Local Authority in discussion with the school and parents.

The admission arrangements for pupils without a Statement of Special Educational Needs or 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.

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 Standards.

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 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.

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 a TA or teacher
- individual class support or individual withdrawal
- further differentiation of resources or learning objectives
- Specific Interventions (Wave 3)
- Deployment of extra staff to work with the pupil
- 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 need to consult with an outside agency then parents are usually 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. 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 and/or social services
- Information from other external 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 a Statement of Special Educational Needs or an Education Health and Care Plan, provision will be in place to meet the stated outcomes for the individual pupil on their plan.

In subjects where children with SEN have curriculum targets these are used to inform pupils' targets and progress. Curriculum targets are recorded in learning journals, maths books and english 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 or behavioural difficulties which are not affected by individualised behaviour management strategies
- 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 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 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

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
- 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

Education, Health and Care Plan (EHCP)

An EHCP will normally be provided where, after a Statutory Needs 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 Needs Assessment does not automatically lead to that additional support being provided.

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

- Matched to the longer-term outcomes set in the EHCP
- 'small step' targets
- 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

Annual Reviews

For pupils with or without a Statement of Special Educational Needs or 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. 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 (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 (not all reviews involve statemented) pupils
- 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

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. In Christ Church we aim to set SMART outcomes that are written in child-friendly speak so that children are able to access and understand their specific outcomes and targets.

The SEN Code of Practice (2015) 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 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.

The Curriculum

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 Statements of Special Educational Needs and 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. 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. 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.

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 or 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, individual ELSA support (Emotional Literacy Support), 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, pupils can use this when upset or agitated. 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.

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 mentor support systems are in place to support pupils and to address 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, these are located outside the Rainforest Room.

SEN Co-ordinator

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

Miss Doyle is available on 0208 390 8166. She carries out her SENCO duties on Mondays, Tuesdays and Wednesdays and teaches in class on Thursdays and Fridays.

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, Physiotherapists, Teaching and Learning Advisors, the School Nurse Team etc.

Parental Involvement

All parents of pupils at Christ Church on the SEND 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 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 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 or 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.

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 or 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. The Governor for SEND is Ms Carol Buchanan. 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

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>

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 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.

Achieving for Children’s Local Offer

The Local Authority’s local offer is published <https://www.afclocaloffer.org.uk/> 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 February 2018