

Christ Church New Malden

Church of England Primary School

Special Educational Needs and Disability Policy 2022

Committee responsible	Pupil Impact Committee
Approval required by	Pupil Impact Committee
Statutory or Recommended	Statutory
Frequency of review	Annual
Date approved	October 2022
Date of next review	October 2023
Display on website	Yes
Link with other policies	Accessibility Plan Admissions Behaviour Management Equal Opportunities Medical Needs SEN information report

Signed  Headteacher

Signed  Chair of Governing Body

1. Our commitment

At Christ Church, we are committed to valuing each child as an individual and ensuring that they reach their full potential. Christ Church recognises the views, wishes and feelings of the child or young person and their parents.

We are committed to providing high quality teaching for all children. We understand that all children and young people are entitled to an education that enables them to make progress so that they become 'The people God made us to be.' Children at Christ Church will be supported so that they will:

- achieve their best;
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

2. Aims

The aims of this policy are:

- i. To create an environment that meets the specific needs of each child
- ii. To reach high levels of achievement for all
- iii. To ensure that the Special Educational Needs of children are identified, assessed and provided for as early as possible in their school career
- iv. To identify the roles and responsibilities of all staff in providing for children's Special Educational Needs
- v. To achieve and maintain a high level of staff expertise to meet pupil need
- vi. To ensure that our children have a voice in this process
- vii. To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN.
- viii. To work in close partnership with parents, Achieving for Children and other key agencies so that the needs and strengths of each pupil with SEND are fully identified and there is a collaborative and coordinated approach to planning and reviewing provision on a regular basis
- ix. To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education and transition to adulthood.



3. Objective

We hope to achieve our aims by:

- i. Working within the guidance provided in the SEND Code of Practice, 2014;
- ii. Identifying and providing for pupils who have Special Educational Needs and additional needs;
- iii. Assessing and keeping records of the progress of children with SEND;
- iv. Working with outside agencies to identify ways in which we can support children with SEND;
- v. Working in partnership with parents to support their children;
- vi. Encouraging the children to become involved in meeting their needs;
- vii. Providing on-going training for all staff working with children with SEND.


4. Terminology

For the purpose of this policy, the term SEN (Special Educational Needs) will be used, but is used to include SEND (Special Educational Needs and Disability). The term SENCO will be used as this aligns with SENCO contact email address. A SENCO (Special Educational Needs Coordinator) is a teacher who coordinates the provision for children with special educational needs or disabilities in schools.

5. Statutory requirement

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 was developed with staff, parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

6. Admission statement

The school's admission arrangements are set out in the school prospectus and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

We have regard to the statutory guidance supporting pupils at school with medical conditions.

7. 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.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014).

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.

8. Keeping Children Safe in Education 2022

Keeping Children Safe in Education (2022) states that schools should take into account the safeguarding needs of children with SEN and Disabilities. There's a concern sometimes that, for children with SEN and disabilities, their SEN or disability needs are seen first, and the potential for abuse second. If children are behaving in particular ways or they're looking distressed or their behaviour or demeanour is different from in the past, staff should think about that being a sign of the potential for abuse, and not simply see it as part of their disability or their special educational needs.


Additionally, KCSIE states that any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan)
- has a mental health need

KCSIE specifically notes mental health as a specific safeguarding issue that staff should be aware of. Guidance is given about the connection between mental health and safeguarding concerns and what staff should do if they have a mental health concern about a pupil that is also a safeguarding concern.

9. Information about identification, monitoring & review of pupils with SEND

At Christ Church we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, Asperger's syndrome, learning difficulties and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.



Every teacher is responsible and accountable for each pupil in their class. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved - LA, school, parents/carers, pupils, children's services and other agencies.

See: SEN Information Report 2022

10. Identification and assessment of pupils

At Christ Church, class teachers, together with members of the Senior Leadership Team, monitor the progress of all pupils termly. A range of information is used to support our reviews: baseline assessments in EYFS, Y1 phonics screening, speech link, regular benchmarking of reading and end of termly teacher assessments in reading, writing and maths as well as 'book-looks' and learning walks.

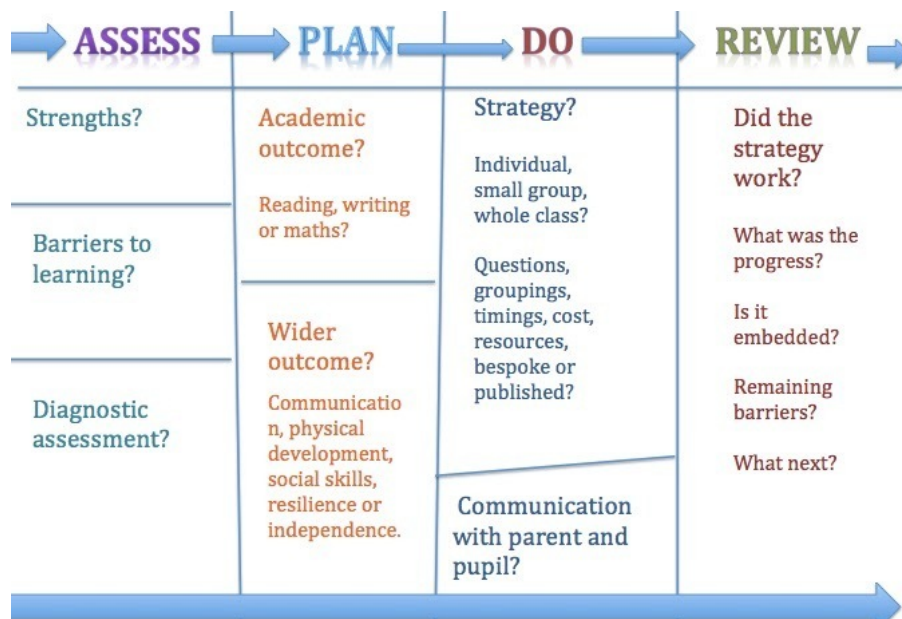
The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up.

Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme, called a pupil passport.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including;

- Attendance;
- English as an additional language;
- Family circumstances;
- Economic disadvantage.

In line with the Code of Practice (2014), Christ Church implements the 'graduated review', a four-stage cycle, details of which can be found within the SEN Information Report document. This approach is embedded in our pupil passports.



11. Christ Church's Approach to supporting children with SEN

Please refer to the School Information Report, which is also published on the school's website and updated annually.

12. Monitoring and evaluation of SEN provision

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SEND.

Our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether adequate progress is being made.

Adequate progress is measured against one or more of the following:

- Narrows the attainment gap between the child and their peers;
- Prevents the attainment gap widening;
- Matches or betters the child's previous rate of progress;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.

13. Roles and responsibilities

Governing Body

The code of practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.


The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN.

The governing body involves other agencies to meet the needs of pupils with special educational needs and in supporting the families of such pupils. They have engaged with the following:

- A Service Level Agreement with Educational Psychology service;
- 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;
- Membership of professional networks for SENCO e.g. NASEN, and SENCO forum;
- School Nurse;
- Support from Educational Welfare Officer.

SENCO

- Manages the day-to-day operation of the policy;
- Co-ordinates the provision for and manages the responses to children's special needs;
- Supports and advises colleagues;
- Oversees the records of all children with special educational needs;
- Acts as the link with parents;
- Acts as link with external agencies and other support agencies;
- Monitors closely the provision for children in school and ensures that the needs of all children are being met through different learning strategies;

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- Line manages the intervention team who support individuals and groups of pupils;
 - Reports to the governing body;
 - Contributes to the professional development of all staff;
 - Attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion;
 - Supports the transition of pupils with SEN to different settings.

Class teachers

All teachers are teachers of children with special educational needs and therefore teaching SEN is a whole school. They respond to children's needs by:

- Ensuring that quality first teaching is delivered consistently in the classroom;
- Providing support for children who need help with communication, language and literacy;
- Liaising with SENCO to identify and review interventions in place for children in their class;
- Planning to develop children's understanding through the use of all available senses and experiences;
- Planning for children's full participation in learning, and in physical and practical activities;
- Helping children to manage their behaviour and to take part in learning effectively and safely;
- Helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- Setting clear outcomes for all children to develop ensure progress across the curriculum;
- Involving the pupils in the setting of the goals;
- Reviewing the progress of children regularly and sharing this with the child, parents and school team;
- Promoting an ethos of inclusivity, and celebrating all pupils' achievements in every sphere;
- Ensuring that they are responsible for setting outcomes for interventions and communication with the teaching assistants and SENCO.

14. Transition arrangement

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

Transition arrangement occurs when children join the school in-year, between class teachers at the end of the academic year with a particular focus on the transition of pupils between our two sites and finally when children leave to secondary school.

15. Training and resourcing

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in-year to reflect any changing demand for SEN provision.

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 'top up' from the Local Authority where the child or young person lives.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. Training needs are audited and appropriate training and support is organised.

All teachers and support staff undertake induction on taking up a post and this includes support from the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.

The SENCO, Headteacher and School Business Manager liaises to allocate funding for SEN. The Headteacher has the final say in the use of the personal budget within the school.

16. Contacting the SENCO

The SENCO, Mrs Alex Roe is a qualified teacher and holds the National Award in Special Educational Needs Coordination. Mrs Roe can be contacted on 020 8336 7817 or via email senco@ccnm.uk.

17. Managing concerns about SEN provision

The same arrangements for the treatment of complaints at CCNM are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher. Further discussions can then take place with Headteacher, or SENCO to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website)

18. Support for parents of children SEND

Christ Church SEND Information Report

We publish information on our website about the implementation of the policy for pupils with SEND. This 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.

Parent carer forums

The Richmond-Kingston SEND Information, Advice and Support Service (SENDIASS) managed by the national charity Kids, is friendly team of local advisors who offer impartial advice and support on all matters relating to Special Educational Needs and or Disability. This service is for parents/carers who have a child/children up to the age of 25 that has/have a Special Educational Needs and young people aged 16 -25 who have Special Educational Needs.

SENDIASS provide impartial, confidential advice and information for families around Education, Health and Care. This service is free – contact details are below:

www.kids.org.uk, richmondandkingston@kids.org.uk

Phone: 020 3793 9596



Local offer

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0 - 25 years with special educational needs or disabilities. It can be found at <https://www.afclocaloffer.org.uk/>

Please note: families from outside the boroughs of Kingston and Richmond will need to refer to the SEND Local Offer in their home local authority.