

**Draft SEN and Disability Policy  
Autumn 2018**

The SEN policy should be read in consultation with the SEN Information Report, Accessibility Plan and Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school has taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities (Children and Families Act 2014, Part 3)

**SENCO**

Mrs Helen Allison

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**Home-School Coordinator**

Mrs Linda Lashley

**Link Governor**

Dr Linsley De La Hunt

Mrs Allison has been in post as SENCO since September 2017 and is on the school senior leadership team (SLT).

This policy has been drawn up in consultations with pupils, staff, parents and governors.

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This SEN and Disability policy will be reviewed and amended annually.

## **Draft SEN and Disability Policy**

### **Autumn 2018**

#### **Rationale:**

Christ Church Primary School is a positive and vibrant school in the heart of Newcastle. We are an inclusive school; that means we welcome everyone into our school. We thrive on diversity.

As a church school our foundations for living and learning are the life and teaching of Jesus Christ. The message of God's love for all and the Christian values of respect, friendship, love, forgiveness, trust and spirituality are at the heart of all school life.

We strive to ensure that children are happy here, that they enjoy their education and are given every opportunity to make outstanding progress.

We are committed to providing a caring, safe and engaging environment where individuals feel valued and that they belong.

This document is intended to provide parents, carers and families with information regarding the ways in which we support all of our pupils, particularly pupils identified with a special educational need or disability.

Christ Church Primary School operates its SEN provision in line with Newcastle Local Authority's SEN and Disability policy and procedures.

#### **Objectives:**

- To ensure equality of provision for pupils with special educational needs (SEN) and disability
- To take into account legislation related to SEN and Disabilities, including part 3 of the Children and Families Act 2014, The 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, Equality Act 2010, The Mental Capacity Act 2005, Keeping Children Safe in Education 2016, Supporting pupils at school with medical conditions 2014
- To provide full access for all pupils to a broad and balanced curriculum

- To ensure that the needs of pupils with SEN are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEN to achieve their potential
- To ensure parents / carers are fully engaged in decision making
- To take into account the views, wishes and feelings of pupils
- To provide advice and support for all staff working with pupils with SEN
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEN

### **Admission Arrangements:**

The school has adopted the criteria set out in the LA's admission policy. The school welcomes pupils with known special educational needs and disability, as well as identifying and providing for those not previously identified as having SEN. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEN (See Christ Church CE School Admissions Policy).

### **Roles and Responsibilities of the Special Educational Needs Coordinator (SENCO):**

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEN
- liaising with the Designated Teacher where a looked after pupil has SEN
- advising on the graduated approach to providing SEN support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date.

The SENCO is Mrs Helen Allison and as yet, she has not achieved the National Award for SEN Coordination (due to commence 2019/20).

**Role and Responsibilities of the class / subject teacher :**

- Set high expectations which inspire, motivate and challenge pupils
- Promote good progress and outcomes for pupils
- Plan and teach lessons in which teaching responds to the strengths and needs of pupils with SEN
- Work closely with support staff in the planning and monitoring of interventions
- Make accurate and productive use of assessment to inform the four part cycle
- Manage behaviour effectively to ensure a good and safe learning environment
- Fulfil wider professional responsibilities in relation to SEN e.g. the effective deployment of support staff, professional development, acting on specialist advice
- Communicate effectively with parents with regard to pupils achievements and pupils well-being

Individuals and groups of pupils at SEN support level of provision, are supported by teaching assistants, both in class and through withdrawal for targeted interventions/ programmes.

The governor responsible for SEN is Dr Linsley De La Hunt.

The designated teacher for child protection is Mrs Sandra Furno

The designated member of staff responsible for managing pupil premium is Mrs Sandra Furno.

The Family School Coordinator/designated person for family support and outreach is Mrs Linda Lashley.

**Looked after children (LAC)**

The SENCO and designated teacher meet on a termly basis to ensure that arrangements are in place for supporting children that are looked after and also have SEN. SEN reviews and PEP meetings are co-ordinated and where possible meetings are held on the same day.

The designated member of staff for looked after children is Mrs Sandra Furno. (See LAC policy).

**Specialised Provision:**

Counselling (both 1:1 and small group)  
Family Support Coordinator- Mrs Linda Lashley

**Access to Facilities and Provision:**

Please refer to school's accessibility plans which outlines how we:

- Increase access to the curriculum for pupils with a disability
- Improve and maintain access to the physical environment
- Improve the delivery of written information to pupils

**Allocation of Resources:**

The head teacher and SENCO are responsible for the operational management of the budget for SEN provision. The school will use a range of additional funding including the notional SEN budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEN. Where a pupil's needs exceed the nationally prescribed threshold (currently £6000) additional funding will be applied for from the local authority).

**Access to the Curriculum:**

All pupils should have access to a broad and balanced curriculum. The broad and balanced curriculum is differentiated to enable all children to access the learning. Teachers have high expectations for all pupils. In planning and teaching teachers provide suitable learning objectives, meet the pupils' diverse learning needs and remove the barriers to learning. For the majority of the week pupils with SEN are taught with their peers in mainstream classes. Teachers are responsible and accountable for the progress and development of the pupils. However, in order to maximize learning, some pupils are withdrawn, individually and in small groups, to take part in targeted, time limited interventions planned to meet particular needs. Pupils with SEN are actively encouraged and supported to join in and benefit from additional activities and clubs as well as any wider community activities. (See Teaching and Learning Policy).

### **Identification, Assessment, Planning and Review Arrangements:**

Christ Church CE Primary follows the graduated approach of assess, plan, do and review as outlined in the Code of Practice (2014). This approach is embedded in whole school practice for all pupils and every teacher is responsible for 'adapting teaching to respond to the strengths and needs of all pupils'. (Teachers' Standards 2012)

School assessment data, teacher judgments and, where appropriate, assessments from outside agencies are used to identify pupils who require additional and different provision. A provision map / intervention map outlines all SEN support and is updated each term.

There are 4 broad areas of need :

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

The following are **not** SEN but may impact on progress and attainment:

- Disability
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Receipt of pupil premium
- Being a looked – after child
- Being a child of service personnel

### **SEN support – four part cycle**

The identification of SEN is built into the overall approach to monitoring the progress and development of all pupils in school. Termly pupil progress meetings support the early identification of pupils who may have SEN. Where concerns are identified an initial concerns checklist is completed and discussed with the SENCO.

### **Assess**

The class or subject teacher, working with the SENCO, will carry out a clear analysis of a pupil's needs. This assessment will be reviewed regularly. Where

appropriate, professionals will help to inform the assessment. Parents will be asked to contribute to the assessment.

### **Plan**

Parents will be formally notified in writing about their children's needs. Adjustments, interventions, support and review date will be agreed with staff, parents and pupil. This will be recorded on the provision map and individual targets and review recorded on an Individual Education Plan.

### **Do**

The class or subject teacher will remain responsible for working with the pupil on a daily basis and retain responsibility for their progress and outcomes. The class or subject teacher will plan and assess the impact of support and interventions with any teaching assistants or specialist staff involved. The SENCO will support the above.

### **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed on the agreed date. Reviews will be held with parents at least three times per year. The class teacher or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress. If a pupil does not make expected progress over a sustained period of time school will consider involving specialists. School liaises with the following services - Educational Psychology Service, School Health, SEN support, SEN Teaching and Support Service (SENTASS), Counselling and, when appropriate, Social Services and Looked After Children Team.

### **Additional Top Up Funding**

Where a pupil's needs exceed the nationally prescribed threshold (currently £6,000) additional funding will be applied for from the local authority.

### **Education, Health and Care Plans**

Where, despite having taken relevant and purposeful action to identify, assess and meet the SEN of a pupil, the pupil has not made expected progress, then school or parents will consider requesting an Education, Health and Care

assessment. School will provide the local authority with evidence of the action taken as part of SEN support.

**Further details on provision for pupils with SEN can be found in the SEN information document.**

**SEN Information Report:**

This report and the Annual SEN Report can be found on the school website and within the school brochure. These outline the provision Christ Church makes for all pupils with SEN and within the four broad areas of need – communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical. The Annual SEN Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEN.

**Transition Arrangements:**

Transition is carefully planned. In order to ensure successful transition to secondary, the pupils and parents/carers will be fully involved in the planning for the transfer to the new setting. Key information about SEN provision will be shared with the next school /setting through the review process.

**Partnership with Parents/Carers:**

Christ Church Primary School has positive attitudes to parents/carers and values their important role in their child's education. Parents/carers are always informed when their child is placed on the SEN list and the graduated response, outlined in the Code of Practice, is explained to them. Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service. This service provides information, advice and support at any stage of a child or young person's education, and provides an Independent Supporter for families in the process of getting an Educational Health Care Plan. Parents are fully involved in the review process. Interpreters are arranged for parents who require translation during meetings. Written information is in accessible formats and sufficient notice is given for meetings to enable parents/carers time to prepare. The Family School Coordinator, Linda Lashley, is proactive in supporting parents in a variety of ways, including home visits, liaising with agencies, organising activities and



facilitating and delivering training. The Common Assessment Framework (CAF) is used to coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

The views of all pupils are valued. Pupils with SEN are supported to be involved in decision making and to be able to express any concerns. All pupils are aware of their individual targets and a pupil review sheet is used to gather their views on their progress. The pupil review sheet is completed with the Teacher/TA on a termly basis. Pupils in key stage 2 are invited to attend their termly review meeting.

### **Monitoring and Evaluating the Success of Provision - for further details see Annual SEN Report:**

A variety of methods are used to monitor and evaluate the provision and achievements for the pupils with SEN:

- Regular observation of teaching by the senior management team
- Analysis of assessment data, with high expectations for the progress expected between key stages for all pupils,
- Assessment records that illustrate progress over time – e.g. reading ages
- Pre and post assessments for those pupils who are withdrawn for targeted interventions
- Success rates in respect of individual targets
- Monitoring by the governor with responsibility for SEN
- The views of parents/carers and pupils
- Regular meetings between the SENCO, head teacher and teaching assistants
- Provision Mapping – used as a basis for monitoring the impact of interventions.
- LA audit to externally validate provision and outcomes for pupils with SEN.

### **Staff Development:**

The SENCO ensures all staff are informed of local and national developments in relation to SEN and Inclusion. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress to plan

appropriate CPD in relation to SEND. Where appropriate, outside agencies are used to deliver the training. Newly qualified teachers are offered support and in school training by the SENCO.

### **Medical Conditions:**

Christ Church will follow the recommendations of the Children and Families Act 2014 with regard to arrangements to support pupils with medical conditions. Where a pupil also has SEN, their provision will be planned and delivered in a coordinated way with their healthcare plan.  
(See Medicines in Schools Policy).

### **The Complaints Procedure:**

- Initially an attempt will be made to resolve a complaint about SEN provision at school level, within one week of the complaint having first been made. The procedure is firstly that the class teacher attempts to resolve matters, then if required the SENCO and /or head teacher becomes involved.
- If the complaint is unresolved, then the person making the complaint is advised of their rights under Section 23 of the Education reform Act to make a complaint.
- The Governing Body will consider the complaint, after which, if necessary the LA will become involved.
- School will inform parents/carers of the local authority's commissioned independent disagreement resolution service. Details can also be found in the Local Offer (See Complaints procedure).

**Date agreed by Governing Body:**

**Review due:**

**Date reviewed:**

**Related policies: Admissions, Accessibility Plan, Annual SEN Report, Anti-bullying Policy, Looked After Children, Medicines in School, Safeguarding, Teaching and Learning, Transition.**