

**SEN and Disability Policy  
Spring 2025**

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

Telephone Contact: 0191 2328054

[helen.allison@christchurch.newcastle.sch.uk](mailto:helen.allison@christchurch.newcastle.sch.uk)

**Link Governor**

Dr Linsley De La Hunt (Vice chair of governors)

**Home-School Coordinator**

Mrs Linda Lashley

**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.**

## **SEN and Disability Policy**

### **Spring 2024**

#### **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 SEND 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 September 2021, Supporting pupils at school with medical conditions 2017, Working together to keep safeguard children 2018
- To provide full access for all pupils to a broad and balanced curriculum
- To ensure that the needs of pupils with SEND are identified, assessed, planned for and regularly reviewed to improve outcomes
- To enable pupils with SEND 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 and give them a voice
- To provide advice and support for all staff working with pupils with SEND
- To provide detailed information about the arrangements for identifying, assessing and making provision for pupils with SEND

#### **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 SEND. The admission arrangements for all pupils are in

accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND (See Christ Church CE School Admissions Policy).

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

- overseeing the day-to-day operation of the policy
- coordinating provision for pupils with SEND
- liaising with the Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND 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 SEND
- 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 SEND up to date.

The SENDCO is Mrs Helen Allison. The National Award for SEND Coordination was commenced September 2019 and successfully achieved in 2020. Mrs Ashley Manning EYFS Lead is also SENDCO trained and successfully achieved the NASEN SENCO qualification in November 2011.

**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 SEND
- 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 SEND 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 SEND support level of provision, are supported by teaching assistants, both in class and through withdrawal for targeted interventions/ programmes.

The governor responsible for SEND 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.

### **Children in Care**

The SENDCO 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 SEND. SEND reviews and PEP meetings are co-ordinated and where possible meetings are held on the same day. Pupil progress meetings in reading, writing and mathematics are held termly.

The designated member of staff for looked after children is Mrs Sandra Furno.  
(See Children in Care 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 SENDCO are responsible for the operational management of the budget for SEND provision. The school will use a range of additional funding including the notional SEND budget and, where applicable, pupil premium to provide high quality appropriate support for pupils with SEND.

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 SEND 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 SEND 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 SEND 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 child in care
- Being a child of service personnel

\*Some special educational needs, e.g. dyslexia is considered a disability although some parents and pupils may not consider it a disability.

### **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 SENDCO. However, concerns can be raised by staff and parents at any time about the needs and progress of children.

### **Assess**

The class or subject teacher, working with the SENDCO, 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 a Support Plan. The format of support plans have recently been reviewed by the LA and SENDCO. A Support Plan new format was introduced in September 2021 which prioritises pupil voice and parental input.

**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 SENDCO 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 SENDCO, 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, Children and Young People's Service (CYPS), Special Educational Needs and Disabilities Outreach Service (SENDOS), SEMH Team, Counselling and, when appropriate, Social Services and Children in Care 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 SEND 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 SEND support.

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

**SEND Information Report:**

This report and the Annual SEND Report can be found on the school website and within the school brochure. These outline the provision Christ Church makes for all pupils with SEND 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 SEND Report includes an evaluation of the impact of the above provision on outcomes for pupils with SEND.

**Transition Arrangements:**

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

review process. In school transition arrangements are also discussed as children with SEND change school on an annual basis.

### **Partnership with Parents/Carers:**

Christ Church Primary School values the important role parents play in their child's education. Parents/carers are always informed when their child is placed on the SEND register and the graduated response, outlined in the Code of Practice, is explained to them.

Parents are signposted to services and organisations which may offer appropriate support or advice via the school website [http://www.christchurch.newcastle.sch.uk/website/send\\_1/682163](http://www.christchurch.newcastle.sch.uk/website/send_1/682163) and the Newcastle Local Offer <https://www.newcastle.gov.uk/services/schools-learning-and-childcare/special-educational-needs-and-or-disabilities-send>

Parents are informed about Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS). 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) has been replaced by Early Help Plans which can coordinate support for children and their families who have a range of needs.

### **Pupil Participation:**

Pupil voice is very important and valued at Christ Church. Pupils with SEND 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. Children in Care with SEND also have their voice recorded on their online personal education plan (EPEP).

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

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

- 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 SEND
- The views of parents/carers and pupils
- Regular meetings between the SENDCO, 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 SENDCO ensures all staff are informed of local and national developments in relation to SEND and Inclusion. The Senior Leadership Team reviews the training needs of staff through Performance Management and pupil progress meetings 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 SENDCO. When children require specialist support, training is identified and completed by both teachers and support staff, e.g. Makaton, autism.

#### **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 SEND, 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 SEND 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 SENDCO 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: February 2025**

**Date reviewed: 18.2.25**

**Review due: Spring 2026**

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