



Christ Church C.E. Primary School

A Policy for Special Educational Needs Provision and the SEND Information Report

This policy is intended to ensure that all children, including those with special educational needs or disabilities (SEND) achieve their potential, make expected or good progress in their learning and are fully integrated into the life of the school.

Whilst the area of SEND is governed by legislation which may be referenced briefly, this policy is intended to be a brief, working document which enables:

- All staff to understand the provision that we make for children with SEND and their roles and responsibilities*
- Parents to understand what additional support their child may be given if they suspect their child has a SEND or if a SEND has been identified or if their child has a disability.*
- Governors so that they can hold school to account and ensure that our provision for children with SEND is good or outstanding.*

This policy has been drafted in line with the provisions of ‘The (0-25) Special Educational Needs Code of Practice’ which is a statutory piece of legislation enacted under the Children and Families Act 2014.

This Code of Practice makes it clear that parents’ and children’s views and the parent/child/school relationship should be at the heart of any policy documents and that documentation should be simple to read and jargon-free. Parents and pupils from Christ Church Primary School have given their views about our system for supporting SEND and their opinions have helped to form this documentation. Should any parent, governor or other interested party require a copy of any of the legislation, school will be happy to provide a copy.

In this policy the term parents also refers to carers. The term SEND refers to Special Educational Needs and Disabilities.

Provision of support for Children with Special Educational Needs and Disabilities should enhance learning through:

- **Early identification of a ‘Special Educational Need’**

Early identification means that support/provision can be put in place before a large gap opens up between the progress and attainment of a child with SEND and the progress and attainment of a child without an identified SEND.

Our assessment system provides information on progress to parents and teachers on a termly basis.

This means that we are able to identify early, if a child is making less progress than their peers and we can assess why this is, including asking whether it is because of a special educational need.

1) What is a special educational need or disability?

A child or young person has a learning difficulty or disability which calls for special educational provision to be made for them if they:

(a) Have a significantly greater difficulty in learning than the majority of others of the same age;

(b) Have a disability which prevents or hinders them from making use of educational facilities

There are four primary areas of need, though it is recognised that some children may have needs in more than one category or a need which is difficult to categorise:

1. Communication and interaction;
2. Cognition and learning;
3. Social, emotional and mental health difficulties;
4. Sensory and/or physical needs.

2) The importance of early intervention.

The benefits of early identification are widely recognised; identifying need at the earliest point that a physical, sensory, learning or mental health need presents itself, and then providing good interventions, improves long term outcomes for the child.

Whilst for many children and young people, their needs can be identified at birth or at an early age, some difficulties only become evident as children grow and develop. It is therefore important that all those who work with children and young people are alert to emerging difficulties and respond early. In particular, parents know their children best, and it is important that all school staff listen and understand when parents express concerns about their child’s development. School works on an ‘Assess’, ‘Plan’, ‘Do’ and ‘Review’ model to help children to make progress and to be ascertain what provision is appropriate.

Provision of support for Children with Special Educational Needs or Disabilities should enhance learning through:

- **Targeted and appropriate support to enable children with SEND to make expected or good levels of progress.**

Children with SEN are a whole school responsibility and all teachers are teachers of children with SEN. The Headteacher is responsible overall for the progress of children in the School. This responsibility is delegated to class teachers who are responsible for the progress of all children in their class, including children with SEND. Specific planning, provision, training and implementation to ensure good provision for children with SEND is carried out by the Special Educational Needs Co-ordinator (SENCo), Tracey Cansdale. The SENCo supports class teachers to enable them to provide excellent teaching and outstanding learning opportunities for children with SEN.

Each child who is on the SEND register as having an additional need, has an Action Plan with details of specific areas which have been identified as needing extra support. Quality first teaching and good differentiation ensures that children with SEN make expected progress or better. Class teachers are then responsible for ensuring that if specific tasks, such as daily extra reading or a withdrawn extra maths group, are delegated to a teaching assistant (TA), that this intervention and support is of a high standard. These Action Plans and their impact are then reviewed each term at the Progress Review Meetings to which parents are invited. New Action Plans are then drawn up to ensure that support is always targeted and appropriate. Full details of the type of provision that is available can be found in Appendix 1, 'SEN Information Report'.

The Governing Body hold the School accountable in ensuring that children with SEND make progress through the yearly report to Governors compiled by the SENCo showing progress levels, by the appointment of a link Governor and by termly meetings between the link Governor and SENCo.

Many of the children who are not progressing as expected, or are falling behind their peers can be supported, and have their needs met, through normal teaching and learning strategies, modification to teaching approaches and to classroom organisation, or through provision of ancillary equipment and aids. However there are some children who require support and/or interventions that are additional to or different from those normally provided as part of the differentiated curriculum and they will be given additional help known as 'SEN Support'. A child or young person should be provided with such support following discussion with parents about the identified needs, the support to be provided, and how improved outcomes can be achieved.

In a small number of cases, planning will identify a need to conduct formal assessments of education, health and care needs, leading to an Education Health and Care (EHC) plan (formerly known as a ‘Statement’). A child’s parent, a young person or School may request that a local authority conduct an education, health and care needs assessment. Should this be relevant to a child, the SENCo will provide a full timetable of the process for parents and other interested parties.

Provision of support for Children with Special Educational Needs should enhance learning through:

- **A high quality partnership between parents and School so that children’s needs are clearly identified and supported both at Home and at School.**

Where a child has an identified SEN or disability (see Appendix 1 ‘SEN Information Report’ for the process of identification), School will work closely with parents to support a child’s learning and development. In addition to the annual report and usual class consultation evenings where progress is discussed with class teachers, parents will be invited to a termly Progress Review meeting. The knowledge and understanding that parents have about their child is key information that can help teachers and others to meet their child’s needs.

At the Progress Review meeting, the class teacher and sometimes the SENCo, will discuss with parents, the current provision, next steps of learning and progress made by that child. Discussion can take place and if progress has been made, a decision might be taken that the child does not need any further SEN support. If there is a consistent lack of progress, despite SEN support, a decision may be made to seek further support from specialist outside agencies.

If parents feel concerned about their child’s progress they should speak to the class teacher in the first instance. The SENCo will also be happy to make additional meetings to listen to parents’ views and concerns. The SENCo is also happy to provide advice to parents to enable them to support their child through home activities. If a parent is unhappy with the approach or advice given then they should speak to the Headteacher. If they remain unhappy about an aspect of provision of SEN, then they should follow the School complaints procedure.

The Agreed Procedure for ensuring the progress of children with SEN in school is set out in Appendix 1 ‘SEN Information Report’

Is this policy working?

- Are the children with SEN making expected or good levels of progress?
- Are children with SEN being identified early in their school career (EYFS/KS1)?
- Is there a positive partnership between Home/School and where appropriate, outside agencies, so that parental involvement is welcomed and their expertise valued?
- Are the action plans enabling class teachers and other members of staff to target quality teaching and learning activities so that children with SEN are continually meeting their next steps of learning?
- Is our SEN provision judged good or outstanding by OFSTED or the Local Authority moderation process?



Appendix 1: SEND Information Report 2016-2017:

What parents can expect if they know or suspect that their child has a special educational need (including a disability).

Under the Children and Families Act 2014, local authorities and schools are required to provide clear information about provision of support.

Shropshire Council provides this information, termed "The Local Offer" at its website

<https://www.shropshire.gov.uk/local-offer/> This Appendix sets out a clear pathway of how Christ Church Primary approaches the identification of SEND and the provision that the School makes for children with SEND.

I think my child might have a special educational need?

The first step is to speak to your child's class teacher about their progress and your concerns. This is an important meeting, so make a time after school through the School Office, as the class teacher will be keen to listen to your views and concerns. After this meeting it may be appropriate to meet together with the SENCo, Tracey Cansdale, and the class teacher will advise if this is necessary.

If for any reason, you do not feel able to talk about your concerns to the class teacher, make an appointment with the SENCo.

How will I or school know if my child has a special educational need?

There are four areas of special educational need and a brief note on identification for each category follows:

Communication and interaction

Your child may have difficulty **speaking** and it may be apparent that in comparison to children of the same age that their ability to speak and be understood is lower than the 'average' child. This kind of difficulty is often obvious to both parents and teachers. The Early Years Foundation Stage (EYFS) measures 'speaking' ability as either 'emerging', 'expected' or 'exceeding' and the Red Class teacher will speak to you if your child is in the emerging category and there are concerns that speech and language intervention might be necessary. You may also choose to seek the advice and support of your GP and ask for a referral to Speech and Language Services.

There may be other **communication** difficulties which are obvious, such as those relating to hearing issues or they may be picked up by the Year Reception health check. You may notice that at home your child does not always respond to their name, or needs volume levels turned up and this might indicate an issue worth investigating via appointment with your GP.

Interaction issues may become apparent if your child is finding it difficult to build relationships and communicate well with their peers. School staff are well used to helping children with friendship issues and difficulties in this area are a normal and common part of growing up and emotional development. However some children have specific problems in this area which may become apparent over time and it is important that staff and parents discuss any concerns together, so that a full picture can be built up of the child.

The EYFS measures a child's social development and if your child is at an emerging level, a conversation can take place as to the next steps which will help your child to develop socially. If progress remains slow and your child is continuing to have difficulties, the SENCo may carry out some specific observations to see if there are any indicators that the child needs specialist support. The SENCo will discuss this with you and seek your permission for outside support from a specialist agency such as Woodlands Outreach or Severdale Outreach. They then send a specialist teacher who would talk with you, the class teacher and SENCo and observe the child to see if there are any specific difficulties apparent. If they suspect that there may be a SEND such as Autistic Spectrum Disorders (ASD) or other interaction and communication difficulties, a referral would be made by school to the Child and Adolescent Mental Health team (CAMHS) for further investigation. The School referral is usually made under the Early Help Framework via a form known as an EHAF (Early Help Assessment Framework). An EHAF form is considered by a Shropshire Council team known as 'Compass' and they have the final say over whether a referral to CAMHS is appropriate. You may also wish to talk to your GP for advice and your GP is able to write to school and ask for a referral to be made to CAMHS under the EHAF process. Further information about the Shropshire Early Help process can be found here: <http://new.shropshire.gov.uk/early-help>

Cognition and learning

The main tool for identification of cognition and learning difficulties is your child's attainment and progress as measured by class teachers according to the National Curriculum objectives and KS1 and KS2 frameworks. Each term in school, teachers carry out a 'Progress Week' which enables them to

measure the attainment and progress of each child in reading, writing and mathematics. Each term the teaching staff hold a progress review meeting where the progress of every child in the school is considered individually and any child failing to make expected progress is monitored and noted. If staff have concerns that children are failing to make progress they will talk to parents and if applicable, the SENCo. A lack of progress does not mean that there is a special educational need but it indicates the need to monitor that child. Over time if there is continued lack of progress, a specific learning difference might be considered.

The most common specific learning difference is **dyslexia**. Statistics vary but between 10 to 20% of the general (and thus school) population have dyslexic tendencies to various degrees. Dyslexia can be defined as “a specific learning difference which for any given level of ability may cause unexpected difficulties in the acquisition of certain skills.” Parents and teachers may notice difficulties with the acquisition of basic skills such as reading, handwriting, spelling and times tables.

If we suspect a child has dyslexic tendencies we will screen them with a diagnostic computer programme which will measure their auditory sequential memory, visual sequential memory, information processing skills and phonological awareness. This will give an indicator of any difficulties and we will then talk to you about action to enable your child to make progress.

Some children have general slow acquisition of learning across the board which may eventually be classified as **moderate learning difficulties**. This is generally apparent from a very early stage in their development, and school and home will need to liaise to build up a picture of the child’s needs.

Social, emotional and mental health difficulties

Poor behaviour alone does not mean that a child has a special educational need and reference should be made to the school’s behaviour policy for support and advice if the behaviour of your child is causing concern. However some children have specific mental health issues, anger management problems and emotional and social delay which can be classified as a SEND. The school will ask for your observations and advice about behaviour at home, as it is important to build up a picture of the child’s wellbeing in all spheres of life, not just school. The SENCo might observe your child in school and carry out some screening checklists. If a potential issue is identified in this area it is likely that support from a specialist agency such as Woodlands Outreach would be sought.

Sensory and/or physical difficulties

If a child has a physical **disability** it is likely that they will have an Education, Health and Care (EHC) plan in place when they enter school and school will play a full part in ensuring that the provision set out in the EHC is met. If a disability occurs or becomes apparent during your child's school career, the SENCo will assist you in identifying what provision needs to be in place to ensure that your child can reach their full potential, make progress and be fully included in the life of the school.

You may be concerned that your child has **sensory** issues – perhaps problems with eating or touching certain things. In the first instance talk to your child's class teacher and discuss whether this difficulty is affecting their learning in school. Support may also be sought via the SENCo or the School nurse. After discussion with you, it may be appropriate to refer your child to an Occupational Therapist (OT) for further investigation.

You may be concerned that your child has difficulties with their **co-ordination**, perhaps they are later than average in riding a bike without stabilisers or school might notice that they find handwriting or running more difficult than their peers. Some children have difficulties known as **dyspraxia** which is an issue with balance, co-ordination and fine and gross motor skills. Again, talk to your child's class teacher and they will advise if there are issues in this area. The SENCo might carry out an observation using a diagnostic checklist and if difficulties are suspected, after consultation with you, refer your child to an OT.

What provision will be made for my child?

When a child has been identified as having a SEND, provision will be made for them so that they can achieve their potential, make their next steps of learning and make expected amounts of progress. This provision is planned by the SENCo in consultation with the class teacher. She considers each child's identified SEN and the action that is needed to provide additional support so that they can still make expected or good progress.

SEN Support

Most children in school who have an identified SEN are at this level of support (formerly School Action and School Action plus). The vast majority of support will take place within the classroom, under the direction of the class teacher as this is the place where your child spends most of their time and where we want them to flourish and succeed in all areas of learning. Suggestions as to likely support, interventions and strategies for various common SEN are given, though it is in no way

comprehensive. This is to give you an idea of available provision; each child's needs are considered individually.

Area of SEN	'Quality first' teaching – teacher using these strategies all the time	Additional Support In-Class – may be provided by teacher or TA	Out of class activities – may be TA, SENCo, specialist worker
Communication and Social Interaction including: <i>Speech & Language Difficulties;</i> <i>Autistic Spectrum Disorders</i> <i>Hearing Difficulties</i>	Teacher will be aware of giving opportunities for extra speaking activities, modelling speaking in full sentences. Paired work with a good peer model. Teacher will use child's name to give instructions, give small steps of instructions. Use lots of visual clues, visual timetables. Extra time given for completion of tasks.	Pre-teach/pre-warn the child when there are going to be changes to routine. Personalised reminders of routines, instructions Classroom aids	Social story work in a small withdrawn group Support from specialist agencies, such as Woodlands, Telford Learning Support Advisory Teachers (LSAT) and Severndale Advice may be sought from Educational Psychologist (EP)
Cognition and Learning <i>Dyslexia</i> <i>Moderate learning difficulties</i>	It is essential that dyslexia is tackled as a whole school approach given that between 10 and 20% of the school population will have dyslexic tendencies/preferences: All staff trained in 'dyslexia-friendly' model of working: Visual symbols, over learning of basic skills, training in 'thinking skills' in many different formats – pictures, mind maps, flow charts etc	Use of laptops as preferred method of writing Training in touch typing skills Over learning and practise of basic skills at other points in the school day.	Toe by Toe specialist reading support Beanstalk programme reading support Catch-up phonics sessions Support from Woodlands Outreach learning team or Telford Learning Support Advisory Teachers (LSAT). Advice may be sought from Educational Psychologist (EP)
Emotional, Social and Behavioural Difficulties	Positive behavioural management strategies, use of reward charts, behaviour diaries	Support from TA in classroom with behavioural targets	Learning Mentor time Anger Management sessions Chill Kids Advice may be sought from Educational Psychologist (EP)
Sensory and/or Physical Difficulties <i>Disabilities</i> <i>Dyspraxia</i>	Adaptations necessary to promote inclusion – classroom set up, physical aids, writing slopes etc. Extra opportunities planned into the school curriculum to practise	Support or extra time given to practical tasks necessary to promote inclusion – getting changed etc.	Cool Kids programme Dyspraxia friendly advice about school environment from Telford Learning Support Advisory Teachers

	fine and gross motor skills		(LSAT)
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How is this provision funded?

The School receives no extra funding for children at this SEN support level. The Governors and Headteacher make a decision each year when setting budgets as to how much to set aside from the general school budget, for the area of SEND. This money is then spent on providing additional materials (such as specialist reading books and equipment) and ‘buying in’ services. Many services have to be purchased by school, this includes specialist advice from Woodlands Outreach, Telford Learning Support Advisory Teachers team (LSAT) Severndale Outreach, Educational Psychology Services and possibly in the future, Speech and Language Services. The budget always has many demands placed upon it and it may be that the specialist support that you would like your child to receive is beyond our budgetary constraints. However we work hard to ensure that all children receive the help that will enable them to make progress and we will discuss these issues openly with you at the termly SEND review meetings.

What happens at the Progress Review meetings?

We follow a pupil-centred approach in planning, delivering and reviewing support and interventions and this continues when we review your child’s progress. The class teacher, yourselves as parents, the child (where appropriate) and sometimes the SENCo will discuss whether your child is meeting their next steps of learning and the progress that they are making. The next steps of learning are set by the class teacher and are constantly monitored. We will then consider whether the support set out in the action plan is meeting your child’s needs. Your views as parent are very important to us and we value your contribution. Your child’s views are also really important and we all work hard to make sure that your child can express how they are feeling about their learning and tell us what would help them to succeed. A record will be kept of this meeting so that everyone is clear what has been discussed and agreed. A new action plan will be created which will set out the expectations of child, home and school in meeting the next steps of learning.

Once a year (normally the summer term), you and your child will be invited to update their One Page Profile. This is always our starting point in planning support and help for your child, as it sets out their views, what is important to them and what they think will help to support them in school. The One Page Profile forms the basis of our pupil-centred planning approach.

How do school know if children with SEND are making the right amount of progress?

Children throughout Years 1 to 6 have their progress tracked termly, following on from our Progress Weeks when we assess Mathematics, Reading and Writing. At the termly Staff meeting to review this data, the SENCo particularly notes the progress of children with SEND. Once a year the SENCo reports to the Governing Body on whether children with SEN are making expected progress within school. If you would like to see a copy of this report, please contact the SENCo.

My child has an EHC plan. What impact will this have on their school experience?

Children will normally have an EHC plan in place, before they come to school and school will take a full part in ensuring that the recommendations and provision of the EHC are carried out. In addition to the provision already described at the level of SEN support, school will also implement the EHC plan. An Action Plan, reviewed termly, will be the means of monitoring whether the recommendations of the EHC enable your child to make progress. In addition to the termly Progress Review meeting, there will also be an Annual Review to consider the EHC in detail.

I would like my child to have an EHC plan. What do I do?

Only a small proportion of children need to have an EHC plan and most of these are identified before compulsory school age. However if you feel that your child has complex SEN that are not being met under SEN support, then please discuss the next steps with the SENCo. Parents or school can request that the Local Authority assess whether a child's needs would best be met by an EHC plan and the SENCo will be happy to give you copies of the guidelines governing this process.

How will my child be supported when they move schools?

We are aware that moving schools can be more difficult for children with SEN. If a child transfers to us from another school and they have been on the SEN register, we would seek the advice of their previous school in terms of support and interventions that have been given. We would ask to meet with you as parent and ask you about the support you think your child needs to settle in.

At Year 6 we work hard with secondary schools, generally William Brookes School (WBS) to help children with SEND in their transition. For example the SENCo may hold additional meetings with the WBS SEND team and discuss the needs of children on the SEN register. Some of those children may have extra visits to WBS arranged, to help with layout of the building and in the last six weeks of the

summer term, a TA may take a weekly transition support group to build confidence and help with the emotional needs of children in a time of change,

Who will know about my child's SEN

Teachers and teaching assistants working with your child are given copies of your child's action plan, so that your child's needs are met. As with all information about children in school, staff have a duty of confidentiality. If there are reasons to inform other school staff, such as lunchtime supervisors about your child's needs, then the SENCo will talk to them (for example it would be relevant for them to know that a child had autism as he/she may need support socially on the playground but it is unlikely that a lunchtime supervisor would need to know about a reading difficulty). If your child is taking part in an After-School Club and you feel that the club staff may need to know about your child's SEN please let us know and the SENCo will inform them. We are very mindful of ensuring all children have equal access to extended schools opportunities and promote inclusion in all opportunities.

I am worried my child will be bullied because of their SEND?

Sadly, according to national data, children with SEND are more likely to be the victims of bullying than children who do not have SEND. We are very mindful that this is an increased risk for children with SEND and work hard to ensure that it does not happen. We are proud of the behaviour of the pupils in school and the kind and inclusive way that all ages play together at break times; but we are also aware that as with any family or group of people, issues sometimes occur. Please see our Behaviour Policy for a detailed explanation of our approach to behaviour in general and bullying in particular. If you have any concerns that this may be happening please see your child's class teacher and let them know straight away, so that they can take action. We always welcome phone calls if your child travels by school transport and you do not see the class teacher at the end or beginning of the day.

I would like to talk to someone outside of school, who do you suggest?

The best people to talk to who are independent of school are the Information Advice Support Service (IASS), formerly Parent Partnership Service, details can be found here: <http://shropshire-disability.net/parent-partnership-service-shropshire-telford-wrekin/> or by telephone on 01952 457176.

We hope that this report is helpful but are always willing to answer further questions in person, by telephone (01952 510383) or by email, cansdale.t@christchurch.shropshire.sch.uk

Tracey Cansdale SENCo

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Reviewed and Adopted by Governors on _____