

# Christ Church C of E Primary School

## SEN policy 2016-17

### ***Definition of Special Educational Needs***

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Making higher quality teaching normally available to the whole class is likely to mean that fewer pupils will require such support. Such improvements in whole-class provision tend to be more cost effective and sustainable.

### ***Definition of special educational provision***

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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. For a child under two years of age, special educational provision means educational provision of any kind.
- A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014).

### SEN team

Mrs Parkes - SENCo, Inclusion

Mrs Jones - Lead Integration Co-Ordinator/Focus Provision Manager

## ***Aims***

- To ensure that ***all*** children have access to a broad and balanced curriculum, differentiated where appropriate, to ensure that they reach their full potential.
- To ensure that all pupils with Special Educational Needs (SEN) and/or disabilities have their needs identified.
- To ensure that all pupils with SEN and/or disabilities are able to fully access the curriculum by removing their barriers to learning.
- To ensure that all pupils with SEN and/or disabilities are included in all aspects of school life

## ***Objectives***

- To identify the needs of pupils with SEN and/or disabilities as early as possible.
- To make appropriate provision to overcome all barriers to learning.
- To monitor the progress of SEN pupils effectively.
- To ensure pupils with SEN and/or disabilities reach their full potential.
- To ensure pupils with SEN and/or disabilities have full access to the Curriculum.
- To seek the support of outside agencies when the needs of a pupil cannot be met by school alone.
- To involve parents at all stages of the graduated approach and support them in understanding procedures and practices.
- To ensure the views of pupils are taken into account when identifying their needs and removing their barriers to learning.

## ***Admissions arrangements***

Admission arrangements for SEN pupils will be on the whole same as for all others. However, pupils who are joining the focus provision place will come via SEN services and will also involve a detailed transition plan involving their previous school. SEN paperwork must be passed to the SENCo as soon as possible. A meeting may be set up between the feeding school and parents and the SENCo in order to facilitate the transfer of important information and to make adequate arrangements, in advance (where possible) of pupils attending.

## ***Identifying SEN pupils***

On entry to school pupils should be assessed to fully understand their needs. A child that appears to be struggling with their learning should first be given opportunity to have access to high quality teaching alongside their peers, being aware of the areas in which they appear to be struggling. This should be closely monitored and time limited. Where the progress continues to be less than expected the SENCo should become involved who along with the class

teacher should assess whether they think the pupil has a SEN. This should be done by the gathering of evidence and include the views of the child, where appropriate and the parents. Interventions to help with progress should be identified and monitored using the provision map.

### ***SEN or EAL***

Identification of pupils with SEN who also have English as a second language should be done carefully taking all aspects of a child's learning into account. Consideration should be given as to whether lack of progress is due to limitations in their English or from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

### ***Early identification***

SEN can be identified at an early age. Other children's difficulties become evident only as they go through school. All staff should be alert to any emerging difficulties and respond quickly. Parents know their children best and it is important that all staff should listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children.

### ***Involvement of outside agencies***

It is important that schools invite outside agencies in to help with the identification of SEN pupils at all stages of the process. This should be done with the agreement of parents.

### ***Applying for an Education and Health Care Plan (EHCP)***

If the child has not made expected progress, following identification, assessment and focused intervention the school or parents should consider requesting an Education, Health and Care plan.

### ***Storage and communication of information***

- SEN files are stored in a filing cabinet in the SLT room.
- The SENCo is responsible for storing information confidentially.
- Information will be shared with relevant members of staff where appropriate.
- Parents will be offered a private room for meetings regarding confidential discussions of SEN pupils.

### ***Local Offer***

The local offer explains to all parents and staff what is available within the local authority and school for SEN pupils to ensure they are not disadvantaged in anyway. Through the use of these services and interventions we ensure that pupils with a Special Educational needs or Disabilities are not treated less favourably than other pupils in any way.

The local offer must be published for parents and prospective parents to know what is available with in Sandwell and Christ Church. It must explain to

parents what services are available. This is available on our website  
<http://www.christchurchsandwell.co.uk/>

### **Accessibility plan**

The accessibility plan is also available to view on Christ church school website  
<http://www.christchurchsandwell.co.uk/>

### ***SEN information report***

This must be published on the website and contain all the information parents need about the school and provision offered. It must give information about the SENCo and their contact details. (Appendix 1)

### ***Transfers of SEN files***

- Copies of SEN files must be transferred safely to the receiving school when a pupil leaves.

### ***Roles and responsibilities***

- ***The SENCo***

The SENCo must be a qualified Teacher with at least 12 months SENCo experience or a nationally recognised qualification.

The named SENCo is Mrs Patricia Parkes.

The responsibilities of the SENCo include:

- Overseeing the day to day operation of the school's SEN policy.
- Coordinating provision for children with SEN.
- Liaising with and advising other members of staff..
- Storing and organising SEN information on pupils.
- Maintaining the SEN list for the school and contributing to the termly provision materials.
- Liaising with parents of pupils with SEN.
- Contributing to the in-service training of staff.
- Liaising with external agencies.
- Liaising with school governors.
- Liaising with other schools.

- ***The Governing Body***

The named Governor for SEN is Farooq Hussain

The role of the Governing Body is to:

- Ensure that the necessary provision is made for any pupil who has SEN and/or disabilities.
- Ensure staff in school are aware of the importance of identifying and providing for, those pupils with SEN and/or disabilities.
- Report annually to parents on the number of pupils with SEN and the effectiveness of the school's system for identification, assessment, provision, monitoring and record keeping, involvement with outside agencies and resource allocation.
- Ensure that pupils with SEN and /or disabilities have been made known to relevant members of staff in school.
- Ensure that pupils with SEN and/or disabilities have access to all areas of the curriculum.

- ***Class teachers***

Class teachers and the SENCo should plan for the children using the “plan do review” approach. They should plan the intervention that suits the child's need the most then “do it” using good quality teaching and the review its impact. This impact will also be monitored using the provision map.

Class teachers are responsible for:

- Working together to develop and review procedures for identifying, assessing and making provision for pupils with SEN and/or disabilities.
- Reporting concerns to the SENCo.
- Liaising with parents regarding IEPs.
- Differentiating work appropriately for pupils with SEN and/or disabilities.
- Ensuring all pupils are able to contribute during lessons and are included in activities.
- Reporting training needs to the SENCo.
- Ensuring Teaching Assistants have a copy of relevant IEPs or a summary of IEP targets for pupils they are working with.

### ***Parental Involvement***

Parents will be able to provide very valuable information regarding the needs and abilities of pupils. They may also be able to provide valuable support at home and should be made aware of how school are supporting their children. Their views should be obtained when determining IEP targets and reviewing the progress made.

The school must make every effort to inform parents about:

- The identified needs of their child.
- The programmes of work being delivered to their child in school.
- How parents could support their child at home.
- The agencies that are involved and their advice.

Parents are invited to SEN meeting to discuss progress. If they are unable to attend, a copy of the targets will be sent home.

**The SEN policy will be reviewed annually.**

September 2016