

Definition of Special Educational Needs

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for provision to be made for him or her that is different to or additional to that normally given to children of the same age.

- X 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).

Christ Church C of E Primary School SEN policy 2020-21

At Christ Church C of E (VA) Primary school we believe that every child should be encouraged to reach their full potential and let "Their Light Shine". This concept underpins our values and is integrated into all areas of our school life. We have keywords that help us link these principles, these are:

S - Successful
H - Happy
I - Included
N - Nurtured
E - Enriched

We are committed to narrowing the attainment gap between SEND and non SEND pupils. We use a range of interventions and support strategies to help close this gap. Children have individual targets set to help achieve this and they are reviewed regularly to ensure they are appropriate.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

SEN team

Mrs P. Parkes – our SENCo who monitors the progress of pupils and co-ordinates the provision of support for pupils with additional needs.
Mrs Bennington and Mrs Jones - SENCo assistants and Mrs S. Piggott Focus Provision Manager (for Autism) who coordinates the running of the focus Provision and helps support children in school with ASD. Miss S. Gilbert and Miss G. Beetlestone share the Deputy Focus Provision Manager role.
Our SEN Governors are Mr Hussain and Mrs Reid-Finnikin.

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 allow all pupils the opportunity to explore activities and experiences depending on their individual needs and encourage them to take their learning as far as they are able.
- 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 the same as for all others. However, for those pupils who are joining the focus provision a 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.

A child with an EHCP should have the name of the school written into the document before starting at the school.

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 the opportunity to have access to high quality teaching alongside their peers, teachers will make the necessary adjustments to cater for their needs in the areas in which they appear to be struggling. This should be closely monitored for a limited time period, normally half a term depending on need. Where the progress continues to be less than expected the SENCo should become involved. They, along with the class teacher should assess the child's specific needs and set targets. This should be done alongside gathering evidence which includes the views of the child and the parents. Interventions to help support the child should be identified and monitored using the provision map. Parents should be kept informed and a decision made as to whether the child needs to be placed on the SEN register. Following the gathering of data it may become obvious that a referral to an outside agency is required. This should be done in following parental consent.

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 the 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 should be identified at an early age whenever possible. Other children's difficulties might 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. Parents will be informed when a concern is first raised and plans shared.

Training for school staff

Teachers are given regular updates about SEN provision and information is shared about specific areas of need during staff meetings. More specific whole school training will be given as required. Individual staff are encouraged to attend specific training to enhance their practice, especially if they are working with a child with a specific type of SEN.

Management of actual or potential aggression (MAPA) training is updated annually, in school, for staff who have completed the full course. New staff who wish to complete this training are able to attend centrally held courses in the authority.

Manual handling training is attended as required to meet legislation by all staff who need to use these skills

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 cupboard in the Senior Leaders office and securely on the school's Drive
- 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 any way. Through the use of these services and interventions we ensure that pupils with Special Educational needs or Disabilities are not treated less favourably than other pupils.

The local offer is published for parents and prospective parents to know what is available within Sandwell and Christ Church. It explains 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 is published on the website and contains all the information parents need about the school and provision offered. It gives information about the SENCo and their contact details.

These are

Mrs Patricia Parkes

0121 552 3625

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 and hold a recognised qualification or more than 12 years experience of being a SENCo in the school

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 Mr Hussain and Mrs Reid -Finnikin.

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 on the number of pupils with SEN,
- Ensure that pupils with SEN and /or disabilities are 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 graduated response approach. This involves the teacher recognising that the pupil is having difficulties and looking at how to remove the barriers that are preventing the child from learning. This should be closely monitored and planned for carefully. If the pupil continues to make unsatisfactory progress then they should be referred to the SENCo who will, with the class teacher, produce a detailed plan, set targets and speak to parents. Relevant interventions should be planned for as well as good quality teaching and support strategies in the class daily. This should then be regularly reviewed and the impact noted. Advice from the SENCo or integration manager should be sought.

Class teachers are responsible for:

- identifying any barriers that may be having a negative impact on learning, removing them as far as possible and reviewing the effectiveness of this.
- Reporting concerns to the SENCo.
- 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 Classroom Assistants have a copy of relevant targets for pupils they are working with.
- Ensure any EHCPs are read and understood and targets worked towards

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 the school is supporting their child. Their views should be obtained and discussed when 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 can support their child at home.
- The agencies that are involved and their advice.

Parents are invited to SEN meetings to discuss progress.

The SEN policy will be reviewed annually.

September 2021