

## **Christ Church School, Hampstead** **Special Educational Needs and Disability policy**

The Governing Body of Christ Church Primary School, Hampstead first adopted this policy for Special Educational Needs and Disability (SEND) in February 2013. It was updated in October 2014 in line with the new 0-25 Special Educational Needs Code of Practice and Regulations (June 2014). This updated version was ratified by Governors in February 2015.

This policy incorporates the information required by the SEN Information Report.

### **Introduction**

This policy was written with contributions from all teachers and governors on the Governors' Teaching, Learning and Standards Committee, and fully reflects the 0-25 SEN Code of Practice and Regulations (2014). The Teaching, Learning and Standards committee of the Governing Body will be responsible for monitoring and evaluating the SEND policy.

This policy should be read in conjunction with the school's Equality policy and plan, admissions policy, medical conditions policy and positive behaviour and anti-bullying policy, as well as our SEN Local Offer.

### **Statement of intent**

The Governing Body of Christ Church Primary School intends, through its SEND Policy, to be an inclusive school and to promote the stated aims in its mission statement for all pupils:

*At Christ Church School we respect and value each individual's contribution to our school community. We work to inspire our children with the love of learning and to strive for excellence in all aspects of school life.*

*We aim to make everyone's time at Christ Church School an enjoyable and rewarding experience and achieve our mission statement by:*

- *promoting the highest standards of teaching and learning*
- *providing a rich and stimulating curriculum*
- *encouraging the development of self confidence, self discipline and healthy living*
- *developing a spiritual awareness*
- *promoting a Christian ethos whilst respecting other people's faith*
- *welcoming the involvement of parents and other members of the local community*
- *expecting everybody to understand their own rights and take responsibility to respect the rights of others*
- *expecting everybody to make a positive contribution to our school, the wider community and our planet*
- *providing an environment where all feel safe from bullying and discrimination.*

All our work in school is also guided by our Christian values of compassion, patience, understanding, creativity, hope and simplicity.

### **Aims of the policy**

The aim of our Special Educational Needs and Disability policy is to ensure that:

- We identify and assess children with SEND as early as possible;
- We create an inclusive environment that meets the special educational needs of each child;
- All procedures for identifying children with SEND are known and understood by everyone;
- Make clear the expectations of all partners in the process;
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND;
- Records relating to SEND follow the child through the school are clear, accurate and up to date;

- We raise staff awareness of and expertise with SEND through CPD
- We work in partnership with parents;
- We maintain close links with the support services and other professionals and agencies;
- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their time at primary school;
- There is adequate resourcing for SEND.

### **Definition of special educational needs and disability**

A child or young person is considered to have special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age 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, or
- 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.

[The above definition of SEND is taken from Section xiii of the SEN Code of Practice and Regulations, 2014]

The SEN Code of Practice, revised in 2014, provides guidance on the duties that schools, local authorities and others working with children who have SEND must have regard for. Special educational needs may relate to one or more of the following areas of needs:

- Communication and interaction (e.g. Autism Spectrum disorder, Asperger's Syndrome);
- Cognition and learning (e.g. Specific Learning Difficulties, moderate learning difficulties, dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties);
- Social, mental and emotional health (e.g. attention deficit hyperactive disorder, depression, eating disorder, attachment disorder, self-injury);
- Sensory and/or physical needs (e.g. deafness or hearing impairment, visual impairment, multi-sensory impairment, cerebral palsy etc);
- Medical conditions – please see the school's separate Medical Conditions policy. Pupils with both a medical condition and a special educational need may have an Individual Health Plan to coordinate provision.

A pupil may have special educational needs either throughout or at any time during their time at school. This policy ensures that curriculum planning and assessment for pupils with special educational needs takes account of the type and extent of the difficulty experienced by the pupil.

The Disability Discrimination Act 1995 states that a person has a disability for the purpose of the Act if they have a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities.

Some pupils with disabilities may have learning difficulties that require special educational provision. However, not all children deemed to be disabled will require this provision. The school has a list of pupils with a disability.

A shared vision of inclusion permeates all policies and procedures in school e.g. we always plan school journeys and educational visits making reasonable adjustments to include all pupils. This policy should be read in conjunction with other policies that describe how we provide support, guidance and encouragement to learners in our schools:

- Positive Behaviour and Anti-bullying policy
- Able, Gifted and Talented
- Equality plan and policy

- Medical conditions

### **Local Offer**

The Christ Church Primary School local offer sets out in one place – on our website – what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on to the next stage of their education.

Camden Local Authority also publishes on its website a Camden Local Offer. <http://www.localoffer.camden.gov.uk> This sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND.

The purpose of our school’s local offer is to inform parents and carers about:

- how we welcome into our school children with special educational needs and/or disabilities (SEND);
- how we support them in all aspects of school life and remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities – SEND.

The school’s local offer is divided into twelve important aspects of our SEND provision:

1. Effective Leadership, Management and Governance
2. Developing the skill and expertise of staff
3. The contribution of specialist services
4. Identification, assessment and planning - children with SEND
5. Reviewing children’s progress
6. Inclusive teaching and effective support
7. Ensuring access to the curriculum
8. Providing accessible classrooms and special resources
9. Working in partnership with parents and carers
10. Listening to children and young people
11. Managing transitions – joining and leaving our school
12. Providing support for safety, personal well-being, attendance and health.

### **Roles and responsibilities**

Provision for pupils with SEND is regarded at Christ Church School as a matter for the school as a whole. Roles and responsibilities with regard to SEND are designated in the following way:

#### **The Governing Body:**

Named governor for SEND: Chair of Teaching, Learning and Standards Committee – Brad Fairhead  
Contact: [admin@cchurchnw3.camden.sch.uk](mailto:admin@cchurchnw3.camden.sch.uk)

- the above named governor to have responsibility for the implementation of the SEND policy

- To have a committee which takes a particular interest in and closely monitors the school's work on behalf of children with SEND
- Ensure that necessary provision is being made for any pupil who has SEND
- Ensure that, where the 'responsible person' – the Head teacher or the appropriate governor- has been informed by the LA that a pupil has SEND, those needs are made known to all who are likely to teach them
- Ensure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND
- Ensure that a pupil with SEND joins in the activities of the school together with pupils who do not have SEND, so far as reasonably practical
- To be fully involved in developing and monitoring the SEND policy
- To have up to date knowledge about the school's SEND provision, including funding
- To know how equipment and personnel resources are deployed
- To ensure that financial resources are available to carry out the SEND policy
- To ensure the quality of SEND provision is continually monitored
- To ensure the SEND policy is subject to a regular cycle of monitoring, evaluation and review
- Have regard to the Code of Practice when carrying out duties towards all pupils with SEND
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To liaise with the Head teacher, Inclusion leader and staff.

### **The Head teacher:**

Head teacher: Mrs Katy Forsdyke

Contact: admin@cchurchnw3.camden.sch.uk

- Overall responsibility for SEND provision throughout the school in terms of organising staff and resources to make sure that the needs of each child are met as effectively as possible within the resources available
- Responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND
- Allocates roles and responsibilities to staff so that special educational needs are met
- To liaise with staff, the inclusion leader, support services, parents and pupils
- To report to governors on the needs of the SEND children in the school
- To chair annual statement review meetings, delegating the organisation of the review meetings to the Inclusion leader.
- To ensure that the needs of SEND children are met within the school.
- To organise appropriate training for staff involved in supporting SEND.

### **The Inclusion leader:**

Acting Inclusion Leader: Mrs Sarah Shaw

Contact: admin@cchurchnw3.camden.sch.uk

- To play a key role in delivering the strategic development of the SEND policy and provision
- To oversee the day-to-day operation of the school's SEND policy
- To monitor the needs of SEND pupils, together with the Head teacher and class teachers
- To assist and advise on the teaching and assessment of pupils with SEND and to give advice on the level of support, appropriate resources and strategies for support learning.
- To organise annual review meetings
- To ensure Individual Education Plans (IEPs) are written, reviewed termly and shared with parents
- To ensure that the impact of SEN interventions is assessed for each pupil
- To meet regularly with the Head teacher to discuss individual pupils, resources and use of time
- To ensure that the school's SEN register is updated termly
- To liaise with external professionals and support services to support pupils with SEND
- To meet with parents and pupils to discuss and support needs and progress

- To report to governors, as requested by the Head teacher
- To report to the school's Senior Leadership Team
- To work in conjunction with class teachers, providing support as necessary
- To manage the day to day work of teaching assistants who support pupils with SEND, alongside class teachers.
- To organise and/or lead INSET and training on SEND in school as appropriate
- To keep their own skills updated by reading and attending INSET and appropriate related external courses.

### **Class teachers:**

All class teachers have a responsibility for effective teaching of pupils with SEND.

- To know which pupils in their class are on the SEND register and at what stage.
- To liaise closely with the inclusion leader and learning support teachers providing individual or small group support for pupils with SEND in their class.
- To maintain a class SEND file for their class reflecting this information for each individual pupil and copies of all relevant IEPs.
- To write individual IEPs for children working at School Action and School Action Plus and those with a full Statement.
- To ensure that these IEPs are reviewed with pupils and parents termly
- To provide a detailed record of the IEP targets and the strategies adopted and their relative success for each pupil with SEND.
- To ensure teaching assistants are supporting pupils in their class, as directed.
- To ensure that the Head teacher, inclusion leader and other colleagues are aware of the needs of pupils in their class.
- To provide learning experiences which are appropriate to the needs of the child.
- To attend appropriate INSET and CPD.

At Christ Church we have two learning support teachers who support children across the school. The level of support is reviewed on an annual basis according to the size of the school's budget and staffing structure and is targeted according to needs across the whole school. The support is allocated on the basis of discussions between the head teacher, teaching staff, SEND teachers and the inclusion leader. Children work with these SEND support teachers in small groups or individually as appropriate. The SEND teachers also support SEND children to access the curriculum within class.

### **Teaching assistants:**

At Christ Church, we have both class-based teaching assistants, working in classes across the school to support all children and special educational needs teaching assistants, providing individual support for children with statements of SEN. They have a key focus on supporting learning and progress.

- To carry out activities and learning programmes planned by the class teacher, learning support teacher and inclusion leader
- To keep records of work as requested
- To support pupils in class or by withdrawing individual and small groups, as directed by the class teacher
- To meet with the class teacher on a weekly basis and SEN TAs to complete SEN management summary sheets during the meeting
- To attend INSET and courses where appropriate
- To be fully aware of the school's SEND policy.

### **Pupils:**

We recognise that all pupils have the right to be involved in making decision and exercising choice, as outlined in the SEN Code of Practice. We endeavour to fully involve pupils wherever possible by including pupils in

- Identifying their own needs and learning about their own learning (self assessment);
- Individual target setting;
- The self-review of their own progress and in setting new targets;
- Formal reviews, providing evidence for meetings and a pupil view for annual statement review meetings.
- Ensuring that pupils with SEND have a voice and choices (e.g. questionnaires, discussion with governors)
- Supporting in taking on responsibilities, including involvement in the School Council.

### **Admissions**

Under Camden's Admissions policy, if a child has a Statement of SEND which names Christ Church School the school will be consulted on an individual basis as to whether it is able to provide a suitable placement for the child. If the school deems the placement to be suitable, that child will take priority over all others on the admissions criteria to the school.

For further details on admissions, please refer to the school's Admissions Criteria and the school's Accessibility Plan.

### **Identification**

At the heart of the work of every class is a continuous cycle of planning, teaching and assessing which takes account of the wide range of abilities, aptitudes and interests of the pupils in the class.

Children's progress is assessed in relation to the Early Years Foundation Stage guidance and the National Curriculum. Those pupils whose overall attainment, or attainment in specific subjects, falls significantly outside the expected range may have special educational needs. The SEN Code of Practice 6.15 states: "A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision that is different from or additional to that normally available to pupils of the same age (e.g. speaking and listening groups, interventions on maths or reading, individual behaviour support and mentoring, adjustments to the learning environment and teaching strategies). The school is aware of the need to consider the needs of the whole child and not just the particular special educational needs.

It is important to note that the following are not classed as a special educational need:

- Short term lapse in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an additional language
- Being in the receipt of Pupil Premium
- Being a Looked After Child

We believe it is important to identify difficulties as early as possible. To achieve this summative assessment weeks occur each term at Christ Church School, as well as ongoing formative assessment. As professionals, we make informed decisions based on assessment data and children's work. We track the progress of all our pupils, including those with SEND. We identify children who are under-achieving.

## A Graduated Approach

In line with the SEND Code of Practice, our school uses a graduated approach, recognising that there is a continuum of special educational needs, and making full use of available classroom, school and outside resources. [see Appendix 1]

## Provision for pupils with SEND

### **Extra Support Programme**

Support at this initial level involves additional time limited provision in the form of small group intervention to accelerate progress and enable children to work at age-related expectations. They may receive weekly support, either in class or withdrawn individually or as part of a small group of children with similar needs, from a learning support teacher or teaching assistant during class time. Children at this level are not on the SEN register and not registered as having a SEND.

### **Special Educational Needs support**

This is where strategies are planned by the class teacher and Inclusion Leader to support the development of skills and confidence in the class or playground. Children working at this level will usually receive additional support as part of a small group led by a learning support teacher. Input from an external agency such as the school's Educational Psychologist, Paediatric Occupational Therapist, the Language and Communication Team or Behaviour Support Teacher may also be sought, with parents permission and involvement. An Individual Education Plan (IEP) is prepared for children working at this level and children are listed on the SEN register.

## **School Request for a Statutory Assessment**

Where there is significant cause for concern the school can make a request to the LA for a statutory assessment or Education Health and Care Plan (EHCP). At this point the school should be able to work with parents to provide written evidence or information to support the request. [see Appendix 2b]  
The LA decides whether or not to make a Statutory Assessment and whether to issue a Statement/EHCP. Parents may also request an assessment for an EHCP. For further information see the Camden local offer [www.localoffer.camden.gov.uk](http://www.localoffer.camden.gov.uk)

## **Working with Children with Statements of Special Educational Needs or EHCP**

A statement of SEN/EHCP is a legal document stating the specialist educational provision necessary to meet the child's needs and the level of support that the local authority and school must provide.

A statement is divided into six parts:

1. Name and contact details of the child
2. Details of the child's SEND
3. What help the child should get and learning goals
4. What part the child's school will play
5. The child's non-educational needs
6. How these non-educational needs will be met

An EHCP is divided into eleven sections:

- A. Personal profile
- B. Special Educational Needs
- C. Health needs
- D. Social care needs
- E. Outcomes/goals
- F. SEN provision
- G. Health provision
- H. Social care provision
- I. Placement
- J. Personal budget
- K. Advice and information

The statement/ECHP is reviewed on an annual basis through the Annual Review meeting and can be reviewed more frequently if there are specific concerns or the child's special educational needs appear to have changed.

All children with Statements of special educational needs/ECHP will have short-term targets and strategies set out in an IEP. As at the level of SEN support, the IEP should record only that which is additional to or different from the differentiated curriculum plan. The targets are agreed by the class teacher, inclusion, leader parents, child and any external agencies involved, and reviewed termly. All concerned with the child's progress are invited to a meeting at the school for the Annual Review meeting.

### **Individual education plans**

An Individual Education Plan (IEP) is a planning, teaching and reviewing tool produced by the school for children who are identified as requiring additional support for a special educational need. [see Appendix 3 for an example] It specifies:

- the name and/or role of people involved in support the child and the help they provide;
- what level of special educational need the child is currently working at;
- a brief but clear description of the child's area/s of need;
- the amount, frequency and type of additional support;
- what the child's targets are (usually three or four specific short term targets);
- how and when the child's progress will be checked;
- what support parents can give at home.

A draft IEP is sent to parents to invite comments or suggestions for amendments and to discuss with their child. Parents are also always welcome to meet with the class teacher and/or inclusion leader and discuss the IEP if they wish. The IEP is reviewed each term.

### **Planning and access to the curriculum**

The Code of Practice focuses on meeting children's needs in the classroom. All teachers have the responsibility for effective teaching of pupils with SEND and all staff have the responsibility of meeting the needs of each individual pupil in their class to the best of their ability with or without a formal assessment.

It is our aim at Christ Church School to ensure that all children have access to the National Curriculum. We recognise that all learners are different, and we aim to ensure success and progression for all. Teachers will endeavour to ensure that all activities are planned with appropriate differentiation and additional help is given to allow all children to participate and achieve. Children with IEPs receive additional support and attention as part of teaching to help them to achieve their IEP targets.

We also believe that withdrawing children from class is appropriate for some children. Small groups of children receive specific and structured practice in particular tasks related to National Curriculum targets and class activities. A child's IEP targets are taken into account when planning these sessions.

Depending on the needs of particular cohorts of children, the inclusion manager and class teacher may also arrange for other sessions to take place e.g. handwriting, social skills, language and communication, often in collaboration with external agencies.

No child is excluded from an activity because of their special educational need, although a child may be temporarily excluded from an activity due to unacceptable or dangerous behaviour.

The school makes reasonable adaptations to the learning environment for pupils with SEND (e.g. accessible resources, adapting materials for a Visually Impaired child, consideration of the acoustic environment for a Hearing Impaired child). Arrangements are also put in place to ensure that pupils with SEND are able to access exams and other assessments.

### **Assessing and reviewing the progress of SEND pupils**

Our starting point is to have a conversation with parents/carers from the moment their child starts school – or at any earlier opportunity if possible: they are the first educators of their child. We need their knowledge in order to know how to plan effectively. The Inclusion Leader and/or class teacher may also visit the child's previous school or setting in order to support the transition to Christ Church.

If a child has attended a Nursery School or Children's Centre we use information to plan from day one the best programme of support. This will involve a Transition Plan. In addition we assess all children in the first half term in our school through careful and sensitive classroom observation and an early review of progress. In Reception classes we give children time to settle in before assessing. In Years 1-6 we assess children after three months to ensure we don't miss anything. With children transferring from other schools, we always call the previous school for a discussion with the class teacher, Inclusion Leader and/or Head Teacher depending on the level of need. We also listen to children to find out how they are settling in to school.

We are committed to personalised planning and regular assessment and review to make sure that your child makes progress. We continue to assess and monitor all through the child's time in school so that we can look out for any Special Educational Needs that might arise later on. Class teachers discuss all our children at least every term through pupil progress meetings with the Head teacher.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL), for example by talking to the child (and parents) in her/his home language. We also work with specialist services – for example Educational Psychologists and Speech Therapists - who provide expertise in finding out the type and range of the student's needs, for example, in terms of language and communication needs or slow progress in acquiring reading and number skills.

It is very important for our school that all of our children enjoy success and achievement and make good progress in learning and their overall development. We use the information we have about each child to plan an individual programme of support. We develop this in partnership with parents and the child – working with the Inclusion Leader and the class teacher. This plan will include short term targets and will describe how we will support the child to achieve these targets.

Once a term the class teacher, Head teacher and Inclusion Leader will review how well all children – including those with SEN/D – are making progress. We call this a pupil progress meeting. We will arrange a meeting with parents of children with a SEN/D about how well she/he has progressed: we will agree new targets and sometimes different ways of supporting, for example, a small reading group with a trained member of staff. We make sure that parents/carers know the next steps for learning for their child. We will report formally once a year on the progress of all children, including those with SEN/D and for some pupils we will provide more frequent reports. At Christ Church School we provide parents with an end of year report in July. This includes the child's current assessed National Curriculum levels and next steps for the child to work on the following year.

## **Allocation of resources**

Funding that is allocated to the school through an individual child's statement for SEN is used for the purposes as set out in the statement (e.g. one to one time with an SEN teaching assistant, additional resources).

Funding that is allocated to the school through the school's delegated budget for SEND used to respond to all but the most complex of special educational needs and it is used in a variety of ways that will support children's learning. This might include:

- funding for teaching assistants to work with groups or individuals;
- to adapt learning materials for children;
- funding for a teacher to oversee the class while the class teacher works with the child in a small group or individually;
- to buy in additional equipment or materials to support learning;
- additional individual teaching time with a qualified teacher each week;
- funding for SEND management time/inclusion leader time

Individual education plans and the weekly timetable for SEN teaching lays out in detail the way in which resources are allocated to children with SEND.

The school may also use Pupil Premium Funding where pupils with SEND are eligible or have previously been eligible for Free School Meals.

In addition, the school has a dedicated annual inclusion budget for the purchase of curriculum resources.

## **Working with other professionals and external agencies**

At Christ Church, we are committed to working with other professionals and external agencies in order to integrate support for the child. The inclusion leader liaises with various professionals and external agencies to support child with special educational needs. [see Appendix 4] These include:

- Camden Educational Psychology Service
- Camden Education Welfare Service
- Camden Social Services
- Primary Care Trust
- Primary Learning Support Service (PLSS)
- Child and Adolescent Mental Health Service (CAMHS, including the Tavistock Centre)
- Camden Language and Communication Service (CLCS)
- Paediatric Occupational Therapy (The Royal Free Hospital)
- Physiotherapy (The Royal Free Hospital)
- Camden Deaf and Hearing Impairment/Sensory Team

All these agencies can also provide advice and guidance to staff.

Referrals to external agencies in relation to special educational needs are always carried out with the knowledge and permission of parents. The process for referrals is either through the online eCAF system or Single Point of Referral form (SPOR).

### **Partnership with parents**

We believe that meeting the special educational needs of children depends on a partnership with parents between school and home and we value the contribution and involvement of parents to this end. We provide a consistent approach to meeting the needs of SEND children, within the constraints of the school's budget. We appreciate the support of parents of children with SEND recognising that it is only through a positive home/school partnership that children with SEND will make the most effective and rapid progress. The school's aim and commitment is to raise achievement of every child at the school. Apart from the regular meetings mentioned below, parents are more than welcome to discuss their concerns with their child's class teacher and we actively encourage them to do so. A parent knows their child best and will be able to give staff valuable insight into any difficulties that they may be experiencing at school. Staff will always make every effort to contact and involve parents should they themselves have a concern about a child.

In addition, we are committed to a partnership with parents through:

- Termly parents evenings/open afternoons where parents can discuss their child's progress with staff. The school's inclusion leader is also available at this time to review IEPs and discuss provision and future strategies;
- Parents are informed and consulted when their child begins to receive additional support, when their child is placed on the SEN Register or when there is a change in provision is being proposed;
- Parents are sent home a draft copy of their child's IEP and invited to contribute to it before a final IEP is produced. Parents are also invited to comment on a review of their child's IEP each term.
- The IEP also includes a plan for how parents can support their child at home;
- We produce a parent leaflet, clearly explaining the extra support programme at Christ Church School [see Appendix 5]
- Parents are invited to make an appointment to see the class teacher and/or inclusion leader and/or head teacher at any time if they have a concern about their child's progress;
- Parents are able to access support from support services offered by the local authority including: Camden's Parent Partnership Coordinator, the Elfrida Rathbone Centre (Parent Advocate Service) CanParents advice and classes network and Families in Focus.
- The Camden Special Educational Needs and Disability Information, Advice and Support Services (SENDIASS) supports and advises parents about issues such as assessment and provision for SEND.

### **Complaints**

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns. In this instance, we ask parents to make an

appointment to speak to their child's class teacher as soon as possible. If the parent feels that we have not been able to address their concerns satisfactorily, we have a complaints policy and procedure that is available on the school website or from the school office.

At Christ Church School it is our vision that special needs provision is most successful when the school, pupils and parents work in partnership. However if there are queries or concerns raised, the Inclusion Leader should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put into place or the situation rectified.

### **Continuing professional development**

At Christ Church, we believe that all staff, teaching, support staff and governors shall have an entitlement to equality of access to high-quality induction and continuing professional development.

The school follows the three level approach to training and development:

1. Basic awareness – for those in contact with pupils with particular SEN/Ds
2. Enhanced – for those working regularly with pupils with particular SEN/Ds (e.g. support on how to adapt teaching and learning)
3. Specialist – in depth training: for staff in the school advising and supporting on specific needs.

The school's inclusion leader and/or SEN teacher attends regular training organised by Camden as well as courses related to procedures, new legislation, research and informative sessions related to particular SEN syndromes. Teaching staff and support staff have access to relevant courses, particularly relating to support individual children in the school. They also receive in-school training on related SEND issues.

The school is also committed to working with external training providers to train staff on new interventions (e.g 15 minutes a day programme) and in accessing support from specialist services through Camden's Local Offer.

Christ Church School is part of an inclusion cluster of local schools who meet each term in order to support each other and share good practice related to inclusion matters.

### **Transition**

The intake into Christ Church School in the Reception year is from a wide number of nurseries, some local and some further afield. In the summer term prior to pupils starting school in September, the school's inclusion leader will liaise with the feeder nurseries in order to establish which of the pupils who are joining the Reception class are on the Early Years SEN register or require additional support or have special educational needs. This information is then collated by the inclusion leader in order to add to the SEN register for the school. The inclusion leader and/or EYFS leader will also carry out a series of nursery visits if a child is identified as requiring additional support.

If parents choose to name Christ Church as the placement school for a child with a statement of SEN, staff at the school will carefully consider whether the school can meet the individual's needs and follow the procedures as set out by the local authority.

As pupils on the SEN register progress to secondary school, the inclusion leader and head teacher will liaise with the various receiving schools, as well as the local authority. This will include inviting the inclusion leader from the secondary school to attend the annual review meeting and arrange for representatives from prospective schools to visit Christ Church School.

When a child who has a special educational needs moves schools, we will transfer the records to the new school once the child ceases to be registered at our school. However, when transfer arrangements are made in advance, information will be provided as early as possible to allow the receiving school to plan ahead.

All records and documents kept on a child (e.g. minutes of meetings with professionals or parents, IEPs, action plans, confidential reports from professionals and external agencies, referral forms) are kept in an individual file for each child and stored in a locked filing cabinet. Only relevant information is shared with class teachers or support staff on a 'need to know' basis.

### **Inclusion and equal opportunities**

At Christ Church School we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning
- acquire, assimilate and communicate information at different rates; and
- need a range of different teaching approaches and experiences.

All pupils regardless of race, gender, age, ethnic or social backgrounds, religion or special needs will be given equal access to high quality teaching.

Christ Church's Equality Scheme and plans include the commitment to ensuring equal access to teaching and learning for all those who are part of the school community regardless of age, ethnicity, attainment, background, gender or any disability.

### **Monitoring**

The school effectively and consistently evaluates the effectiveness of its provision for pupils with SEND through regular monitoring. Examples of school monitoring procedures include:

- lesson observations
- work monitoring and book looks
- pupil conversations
- SLT learning walks
- Appraisals of teaching staff and support staff
- Pupil progress meetings
- Tracking and assessment procedures
- Reviews of IEPs
- SLT involvement in parents evening
- Review of progress and standards data
- Links to the School Improvement Plan

The Head Teacher, senior leadership team and governing body committee with responsibility for SEND (Teaching, Learning and Standards committee) monitor the provision for SEND within the school and, after consultation, make decisions on areas for change or improvement in school policy or practice. The school's inclusion leader provides reports to governors as part of the termly TLS meetings.

The TLS committee will look at and analyse the results of any school consultation on SEND with pupils, staff, parents or governors and the results may help to form subsequent school improvement priorities.

The TLS committee has responsibility for monitoring the implementation of this and reporting back to the full Governing Body.

The School seeks to learn from good practice elsewhere and uses the support of the LA, LDBS and other relevant organisations when appropriate.

This policy is available on the school's website and the school's computer network for all to consult.

### **Review**

This policy will be reviewed by the Inclusion Leader, Head teacher and the Teaching Learning and Standards committee at least every three years or when there is a change to the SEN Code of Practice to ensure it is a reflection of current best practice.

Updated October 2014

## Appendix 1

### SEN Graduated approach: Who does what when?

#### Ongoing Assessment

Screening/observation → difficulties identified → Class Teacher: differentiation and/or specific intervention.



#### Extra support Programme

Further differentiation or specific intervention. Class Teacher informs parents re concerns. (Inclusion leader may give extra support).



#### Special Educational Needs support

If concerns persist → need additional/different targets → Individual Education Plan (IEP) or Behaviour Contract. Inclusion leader sends draft IEP to parents for comments. IEP reviewed termly.

May also decide external help needed. External specialist may advise, assess or teach child directly.

External specialist/class teacher/inclusion leader contribute to Individual Education Plan (IEP) targets and monitoring. If concerns persist:



Request to Local Authority for statutory assessment.



If Local Authority agrees:

#### Statement or Educational Health and Care Plan

IEP targets set by class teacher/inclusion leader/ external agencies/SEN TA/ parents/child. Inclusion leader sends targets to Local Authority. Targets monitored by class teacher and inclusion leader.. IEP reviewed termly by class teacher/inclusion leader/ SEN TA/parents/child. All concerned with child invited to Annual Review Meeting.

## Appendix 2 (a)

### Special Educational Needs support

When the class teacher or inclusion leader identifies a child may require some additional support that is **additional to** or **different from** the usual differentiated curriculum and strategies. This would be when the child:

- makes little progress in a specific area over a long period of time even when teaching approaches have been targeted in the identified areas of weakness
- continues working at a National Curriculum level substantially below that expected of children of a similar age
- presents persistent emotional or behavioural difficulties, not ameliorated by the behaviour management techniques usually employed in school which substantially and regularly interfere with the child's own learning or that of the class group and despite having an individualised behaviour management programme.
- has emotional or behavioural difficulties has sensory or physical needs, and requires additional specialist input
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

The class teacher and inclusion leader together consider what action might be needed. This is recorded in the form of an Individual Education Plan (IEP). IEPs are reviewed termly.

Where there is a behavioural plan in place there will be a maximum of 3 targets, including work and behaviour.

## Appendix 2(b)

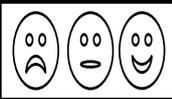
### School Request for a Statutory Assessment

Where there is significant cause for concern the school can make a request to the Local Authority for a statutory assessment. At this point the school should be able to provide written evidence or information about:

- the school's action through the Special Educational Needs support
- records of regular IEP reviews and their outcomes
- the pupil's health including the child's medical history where relevant
- National Curriculum levels
- attainments in literacy and numeracy
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the parents and of the child
- involvement of other professionals
- any involvement by the social services or education welfare service.

Based on this information, the LA decides whether or not to make a Statutory Assessment and whether to issue a Statement/ECHP.

Appendix 3

Individual Education Plan											
Name:	Year group:	Class teacher:									
IEP number:	Date of IEP:	Review date for IEP:	Level of SEN:								
<b>Agencies involved / who is helping me?</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>		<b>Current levels of attainment:</b> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 70%;"></td> <td style="text-align: center;">End of Year 5</td> </tr> <tr> <td>Reading</td> <td></td> </tr> <tr> <td>Writing</td> <td></td> </tr> <tr> <td>Maths</td> <td></td> </tr> </table>			End of Year 5	Reading		Writing		Maths	
	End of Year 5										
Reading											
Writing											
Maths											
<b>Areas of concern or need / What I want to get better at</b> <ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>											
Targets <i>What am I working towards?</i>	Provision <i>Who/what will help me to achieve this?</i>	Evaluation <i>How do the adults in my class think I have done?</i>	Pupil's evaluation <i>Have I achieved this?</i>								
											
											
											
<b>Parental support at home:</b>											
<b>Pupil's comments:</b>											
Signed: ..... (parent)	Signed: ..... (pupil)	Signed: ..... (teacher)									

## **Appendix 4**

### **Glossary**

**CCSF** - Camden Children, Schools and Families

**CLCS** – Camden Language and Communication Service

**COP** – Department for Education and Skills Special Educational Needs Code of Practice, 2001

**ECHP** – Education, Health and Care Plan

**EPS** – Education Psychology Service.

**ESP** – Extra Support Programme.

**ESWS** – Education Social Work Service.

**IEP** – Individual Education Plan

**INSET** – In Service Training for Teachers

**KEY STAGE LEADER** – Teacher with special responsibility for co-ordinating the work with Key Stage 1 (Rec, Year 1 and 2) or Key Stage 2 (Years 3, 4, 5 and 6).

**LA** – Local Authority

**LCT** – Language and Communication Teacher

**OT** - Paediatric Occupational Therapist

**PLSS** – Primary Learning Support Service

**SEND** – Special Educational Needs and Disability.

**SENDCo** – Special Educational Needs and Disabilities Co-ordinator

**SLT** - Speech and Language Therapist

**STATUTORY ASSESSMENT** – The gathering of information and advice by the LA from all relevant agencies and individuals in order to assess a child's SEN

**STATEMENT** – An outline of the extra educational support provided by the LA

**SEN TA - Teaching Assistant** - Works with children who have statements of SEN, for the number of hours specified on the statement, or gives extra support in the classroom.

## Appendix 5

### Extra Support Programme leaflet for parents

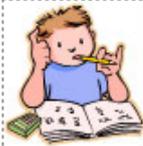
#### What is an Individual Education Plan?

##### Individual Education Plan (IEP)

An Individual Education Plan (IEP) is a planning, teaching and reviewing tool produced by a school for children who are part of the school's extra support programme. It specifies:

- name or role of people involved in supporting your child and the help they provide.
- what level of Special Educational Need your child is currently working at (School Action, School Action Plus or Statement)
- brief but clear description of your child's area/s of need
- amount, frequency and type of additional support
- what the targets for your child are (usually three or four specific short term targets)
- how and when your child's progress will be checked
- what help you can give your child at home.

A draft is sent to parents to invite comments or suggestions for amendments and to discuss with your child. Parents are also always welcome to meet us and discuss the IEP if they wish. The IEP is reviewed each term.



#### What should I do if I feel my child requires extra support?

If you have any concerns about your child, please do not hesitate to make an appointment to discuss this with your child's class teacher in the first instance.

Following on from this, you are also welcome to contact the Inclusion Leader. Please make an appointment via the school office.

Please ask in the office if you would like a copy of Christ Church's Special Educational Needs Policy. It is also available on the school's website.

#### Supporting your child at home

In common with all children in the school, we will work with parents to ensure there is consistency in our approaches to supporting your child. Here are a few useful websites to use at home:

[www.bbc.co.uk/schools](http://www.bbc.co.uk/schools) - a full range of activities for all aspects of the curriculum

[www.mathzone.co.uk](http://www.mathzone.co.uk) - great maths games for all levels, including times tables

[www.bbc.co.uk/schools/ks2bitesize](http://www.bbc.co.uk/schools/ks2bitesize) - excellent revision resources for KS2 pupils

[www.nqfl-cymru.org.uk](http://www.nqfl-cymru.org.uk) - useful links to a variety of websites for all curriculum subjects and age ranges.

Alternatively, your child's class teacher will be able to provide additional guidance on how to support their learning at home.

#### Contacts

School: Mrs Kate Urwin Deputy Head and Inclusion Leader

Local Authority: [www.camden.gov.uk](http://www.camden.gov.uk) 0207 9744230

Christ Church Primary School

## Extra Support Programme



## Information for parents