

Christ the King RC Primary School

Special Educational Needs and Disability Policy

School Mission Statement: “Seek Ye First the Kingdom of God”

At Christ the King, our Special Educational Needs Coordinator (SENCO) is Miss Newby. Miss Newby and the rest of the staff at Christ the King work hard to ensure that the needs of ALL children are met effectively on a day-to-day basis. Miss Newby currently works in Early Years and therefore has the opportunity to identify any children with SEND from the earliest stage possible.

This policy contains key information with regard to school expectations and good practice as well as the principles which underpin these and is in line with the SEND Code of Practice 2014. The policy is developed through consultations between Miss Newby and Mr. Ryan and is implemented by ALL staff working at Christ the King. The SENCO and the Head Teacher then review this policy yearly along with our school Governors.



Aims and Objectives:

- To follow a SEND Policy which ensures that ALL pupils have access to a broad and balanced curriculum.
- To provide an enriched curriculum which is based on realistic but high expectations appropriate to the needs and ability of every individual child.
- To ensure intervention is put in place at the earliest opportunity for our children with SEND.
- To provide a clear structure for identification and assessment of SEND.
- To ensure that parents are fully informed and involved wherever practicably possible in terms of their child's SEND.
- To ensure that every adult working with children approaches SEND teaching and learning in a consistently positive, respectful manner.
- To provide a learning environment in which the safety and happiness of every child matters.
- To develop self-confidence and self-esteem by providing a clearly structured positive approach to learning, including agreed shared terminology and using language which places emphasis on success and possibilities rather than limitations.
- To provide an emotionally secure, and stimulating learning environment to enable each individual child to develop his/her full potential.
- To ensure all SEN children are listened to and involved, where practicable, in decisions

affecting their learning and wellbeing.

- To work in close partnership with other agencies and professionals to ensure our children are receiving the best possible provision.
- To fulfil statutory requirements and guidelines as set out in the SEND Code of Practice 2014 and Stockton LA guidelines.

What are Special Educational Needs?

‘A child has special educational needs if he or she has learning difficulties requiring special educational provision to be made.’

A child has learning difficulties if he or she:

- has a significantly greater difficulty in learning than the majority of children the same age.
- has a disability which prevents or hinders the child from making use of educational facilities of a kind provided for children of the same age in other schools in the Local Authority.

SEND Code of Practice, 2014

Special education provision means:

- Educational provision that is additional to, or different from, the educational provision made generally for children of the same age in maintained (other than special schools) in the area.

At Christ the King we have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into all classes. Every effort is made to ensure they have access to a broad and balanced curriculum that is tailored to suit the individual needs of every child.

The SEND Code of Practice makes it clear that all teachers are teachers of special educational needs. All teachers are responsible for identifying pupils with SEN and in collaboration with the SENCO will ensure that pupils requiring different or additional support are identified at an early stage.

A Graduated Approach to SEND

Christ the King School follows a graduated approach, as advised by the local authority, to meeting special needs that requires the initial use of classroom and school resources before bringing

specialist expertise to help with the difficulties that a student is experiencing.

A process of on-going teacher assessments and termly pupil progress meetings with the leadership team identifies those pupils making less than expected progress given their age and individual circumstances. The school's first response is high quality targeted teaching by the class teacher. Where progress continues to be less than expected, the class teacher will discuss their concerns with the SENCO. In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside the views of parents/carers and pupil. During this stage extra teaching or interventions may be put in place as a pupil's response to such support can help to identify their particular needs.

Particular care is taken when identifying and assessing SEN for children whose first language is not English.

Where pupils have higher levels of need, and with parental permission, the school may seek advice from external agencies.

These agencies include:

- Educational Psychology Service (EPS)
- Speech and Language Therapy Service
- Behaviour Support Service (BSS)
- Occupational Therapy (OT)
- Physical Therapy (PT)
- Early Help and Assessment Team
- Children's Services
- School Nurse/Paediatric health team
- Child and Adolescent Mental Health Service (CAMHS)



In terms of children with SEND, the school follows the 'assess, plan, do and review' cycle.

Assess: We will ensure that we regularly assess all pupils' needs so that each child's progress and development is carefully tracked compared to their peers and national expectations. We will listen to the views and experience of parents/carers and the pupil. In some cases we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EP) and from health and social services.

Plan: Where SEN Support is required the teacher and SENCO will put together a plan outlining the adjustments, interventions and support which will be put in place for the pupil as well as the expected impact on progress and outcomes, including a date when this will be reviewed. Targets for the pupil will be shared with her/him using child friendly language and with parents/carers. All staff who work with the pupil will be made aware of the plan.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also

liaise closely with TAs or specialists who provide support set out in the plan and monitor the progress being made. The SENCO will provide support, guidance and advice for the teacher.

Review: The plan including the impact of the support and interventions will be reviewed each term by the teacher, SENCO, parent/carer and the pupil. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

This four part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil in making good progress is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles

Education Health Care Plans

The Special Educational Needs of the majority of children at Christ the King is met effectively. However, in a small number of cases, a child may still be a significant cause for concern. When this is the case and it is felt a child requires a statutory plan to secure the relevant provision to meet their Special Educational Needs, school will then go down the route of an Education Health Care Plan (EHCP). An EHC Plan looks at all the needs that a child or young person has within education, health and care. Professionals and the family together consider what outcomes they would like to see for the child or young person. This plan identifies what is needed to achieve those outcomes. EHCP have replaced Statements of Special Educational Needs and therefore if your child currently has a Statement, they will be automatically transferred to an EHCP. EHC Plans will have the same legal status as Statements of SEN and will cover the age range 0 – 25. An EHC Plan for a 19 to 25 year old would only be maintained when specific educational provision is still required.

The SEN Code of Practice, Chapter 6, recognises that children and young people's needs and requirements fall into four broad areas:

Communication and Interaction - these children have a difficulty in communicating with others. This could be due to a speech and language difficulty or this may be because they have difficulty

saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition & Learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Sensory & Physical - children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Social, Emotional and Behaviour difficulties - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

Some children will fall under a number of these areas as they often overlap. To find out about the provision we currently provide at Christ the King for each of these areas, please view our school

SEND information report.

Partnership with Parents

At Christ the King we firmly believe in developing strong partnership with parents and know that mutual trust and support will contribute significantly to the progress and attainment of all children, especially children with SEN. We know that parents have a unique overview of their child's needs and this gives them a key role in supporting their child.

Parents are consulted about their child's needs as soon as the school has identified a cause for concern. Working in collaboration and supporting parents is central to our mission.

When a child is placed on the register parents are invited into school each term to discuss strategies used and progress made. There are opportunities for a consultation with the class teacher once a term.

Parents are informed, in the meantime, of any significant changes in the provision, attainment, and welfare of their child. Parents are informed if any contact with an outside agency is to be made.

Parents also have a responsibility to communicate effectively with professionals to support their child's education. In working with the school they should:

- Inform the class teacher/SENCO of any concerns they may have regarding their child's learning and provision.
- Inform the school of any changes at home which may be affecting their child's behaviour/ability to learn.
-

Teachers will arrange half-termly meetings with parents/carers of children on the SEND register in order to discuss progress, look at targets for their IEP and simply chat about how their child is getting on. At this point, parents will have the opportunity to discuss and concerns they may have. The SENCO may be asked to attend these meetings if needed.

Our SENCO, Miss Newby, is more than happy to meet with parents to discuss their child's needs.

ROLES AND RESPONSIBILITIES

In addition to the Governing Body, the Head Teacher, the SENCO, all members of staff have important responsibilities. All teachers are teachers of children with special Educational Needs; therefore Special Educational Needs is a whole school responsibility

The role of the school governing body is to make sure that:

- they are fully involved in monitoring the school's SEN policy
- all governors, especially any SEN Governors are up-to-date and knowledgeable about the school's SEN provision, including how funding, equipment and personnel resources are deployed
- SEN provision is an integral part of the School Improvement Plan
- the quality of SEN provision is continually monitored.

The role of the Head Teacher is to

- have responsibility for the management of all aspects of the school's work, including SEN provision.
- inform the Governing Body about SEN provision within the
- school. Work closely with the SENCO

The role of the SEN Coordinator (SENCO) is:

- to take a leading role in policy development
- to oversee the day to day operation of the policy
- to coordinate the provision for pupils with SEN
- to support, advise and assist colleagues in developing and implementing appropriate intervention strategies
- liaise with outside agencies, governors and parents
- to monitor and review records and progress of children with SEN
- to co-ordinate ordering and organisation of SEN resources
- to keep up to date with developments in provision for SEN and disseminate information to staff.

The role of the class teacher is:

- to be aware of the varying needs and abilities of all children
- to prepare teaching plans with clear challenging objectives
- to provide an appropriately differentiated curriculum which challenges and enthuses

all children

- to accurately assess work and progress of children
- to review and provide evidence for records and termly updates
- to inform the SENCO of any concerns and, where appropriate, seek advice
- to outline provision to be made for pupils with special educational needs on the class Inclusion Plan and provide measurable targets.
- to listen to the views of all children.
- to consider and preserve the dignity of all children.
- to be sensitive and respectful of the needs of all children.
- to be consistent in their approach to teaching and learning
- make appropriate provision for all pupils in their care

Training and development

Training needs are identified in response to the needs of pupils currently on the SEN register. Miss Newby regularly attends the local authority SENCO briefings and keeps staff up to date on any new procedures/information. If we feel there is a need amongst staff for specialized training, Miss Newby will ensure this is arranged.

The following documents have informed this guidance which parents may find helpful:

Special educational needs and disability code of practice: 0-25 years

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Complaints

We urge parents/carers with any concerns regarding the SEN policy or the provision made for their child at Christ the King to speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

This policy was developed and approved in July 2017

Review date: July 2018

