



ST CHRISTOPHER'S SCHOOL SEND Policy

(incl. EYFS)

2018-19
To be reviewed in JAN 2020

At St Christopher's School, we use the definition of SEN given in the SEND Code of Practice:

'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, 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'*

POLICY FOR Special Educational Needs and Disability

1 Introduction

- 1.1 By SEND we mean "Special Educational Needs and Disability" in relation to any enrolled children requiring additional academic and / or physical support. This policy aims to provide an overview of our developing SEND provision and philosophy (see Aims).
- 1.2 This School provides a broad and balanced curriculum for all children. The curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. Some children have barriers to learning that mean they have special needs and require particular action by the School.
- 1.3 All staff take account of any SEND requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities. Such children may need additional help or different help from that given to other children of the same age.
- 1.4 Children may have special educational needs either throughout or at any time during their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.
- 1.5 The Equality Act 2010 identifies the fact that some children with disabilities may have learning difficulties that call for special educational provision. However, not all children defined as disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Disability Discrimination Act. We assess each child as required, and make the appropriate provision, based on their identified needs and within the school's available resources and infrastructure.

2 Aims and objectives

- 2.1 The aims and objectives of this policy are:
 - to create an environment that meets the special educational needs of each child;
 - to ensure that the special educational needs of children are identified, assessed and provided for;
 - to identify the role of the School's SENDCO (Special Educational Needs and Disabilities Coordinator, sometimes referred to as the Additional Needs Coordinator);
 - to make clear the expectations of all partners in the process;
 - to identify the roles and responsibilities of staff in providing for children's special educational needs;
 - to enable all children to have full access to all elements of the School curriculum;

- to ensure that parents or carers are able to play their part in supporting their child's education;
- to ensure that our children have a voice in this process.

3 Educational inclusion

3.1 In our school, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. 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;
- need a range of different teaching approaches and experiences.

3.2 Staff respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all their senses and of varied experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning;
- consulting with and receiving guidance from the SENDCO.

3.3 EYFS

- Each child's ability is assessed by the child's key person in relation to that child's targets in 7 areas of EYFS Learning. External expert opinion may be requested in the form of an assessment report.
- Parents will know the Key person's name and their role.
- When assessing communication, language and literacy skills, practitioners must assess children's skills in English.
- In drawing up and Individual Education Plan, the key person and SENDCO will ensure that children have sufficient opportunities to learn and reach a good standard in English language in preparation for Year 1.

3.4 In our school, the SENDCO is **Mrs L Gibson** SENDCO:

- manages the day-to-day operation of the policy
- co-ordinates the provision for and manages the responses to children's special needs
- supports and advises colleagues
- oversees the records of all children with special educational needs
- acts as the link with parents and carers
- acts as the link with external agencies and other support agencies
- monitors and evaluates the special educational needs provision, and reports to the Head Teacher

- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs
- contributes to the professional development of all staff

3.5 The role of the Head Teacher

- 5.1 The Head Teacher has due regard to the Code of Practice (2015) when carrying out its duties toward all children with special educational needs.
- 5.2 The Head Teacher does his/her best to secure the necessary provision for any child identified as having special educational needs. The Head Teacher ensures that all teachers are aware of the importance of providing for these children. The Head Teacher ensures that parents or carers are notified of any decision by the school that SEND provision is to be made for their child.

3.6 Monitoring and review

- 11.1 The SENDCO monitors the movement of children within the SEND system in school. The SENDCO provides staff and the Proprietor with regular summaries of the impact of the policy on the practice of the school.
- 11.2 The SENDCO is involved in supporting teachers involved in drawing up EHCPs and Passports for children.
- 11.3 The Proprietor reviews this policy annually and considers any amendments in the light of the annual review findings.

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What types of SEN provision are made at St Christopher's School?

St Christopher's School prides itself on being an inclusive school. We have in-class and out-of-class support (in both group and 1:1 settings) that span all four areas of SEND:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Physical/Sensory Needs

Details of this support are laid out in our [Provision Map](#) which can be requested from the school.

How do we identify and assess the needs of pupils with SEN?

A pupil may have a Special Educational Need if he/she:

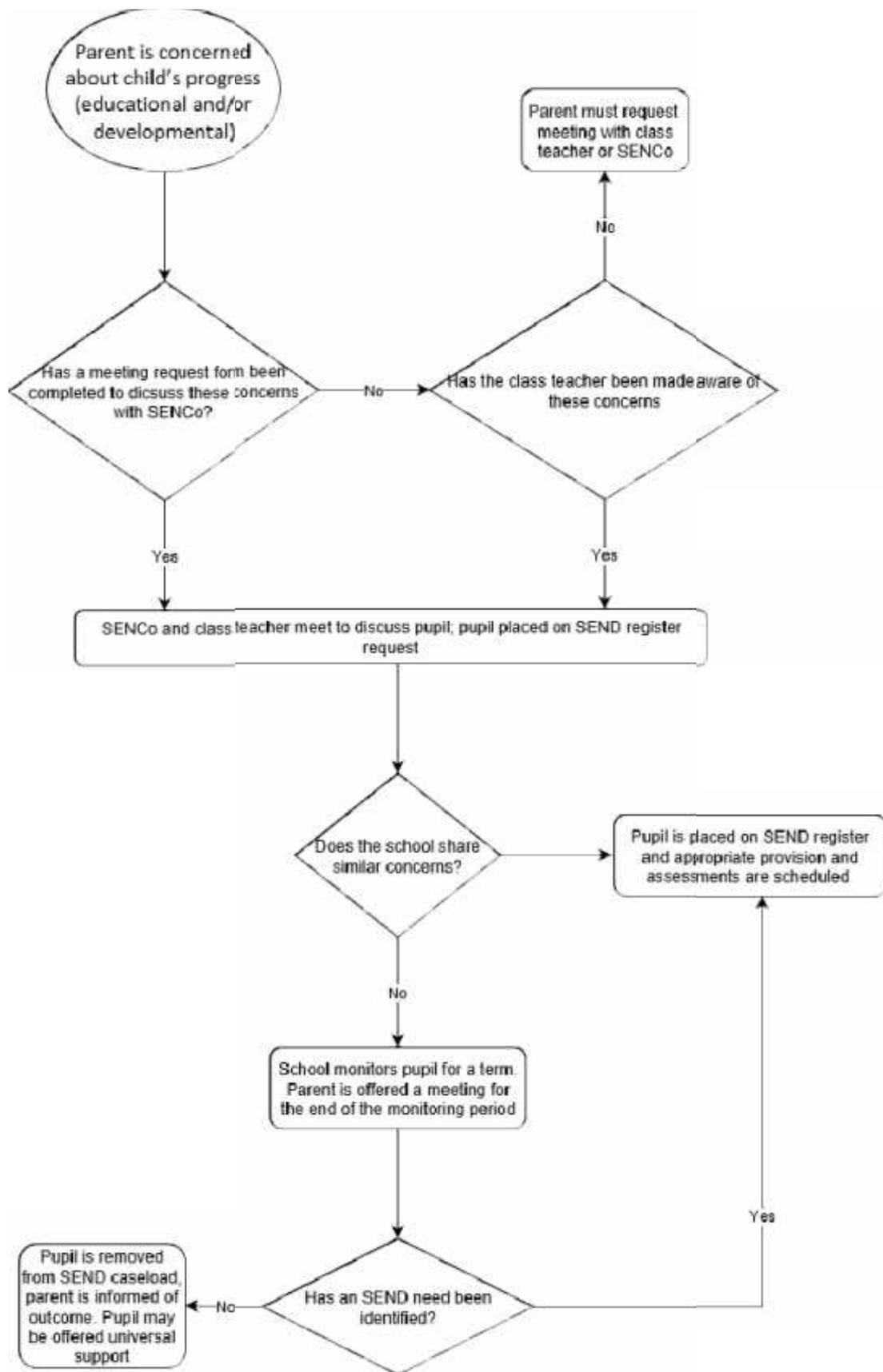
- is significantly slower than that of their peers starting from the same baseline
- fails to match or better their previous rate of progress

- fails to close the attainment gap between themselves and their peers
- widens the attainment gap

Difficulties in areas of need outside of Cognition and Learning may not always have an immediate effect on a pupil's attainment or progress, however we support these needs when identified as a part of an integrated and holistic approach to learning that includes the pupil's social, communicative, and spiritual education.

There are three referral and identification routes: parent request, teacher referral, and external agency involvement.

Referral Pathway 1: Parental



Referral route 2: Teacher

If teachers and/or parents believe a pupil has Special Educational Needs, they will either complete an Internal Referral Form or arrange a meeting with the SENCo and/or Head. The SENCo will then organise observations and, if necessary, assessments to further identify the pupil's particular need (if any). Sometimes, as outlined in the SEND-CoP, needs can be discovered through school assessment. In particular, a pupil may have a Special Educational Need if he/she:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to progress that is below expected levels is high quality teaching and universal interventions (detailed in the Provision Map) delivered by the class teacher and TA. The SENCo will also gather evidence and assess whether the pupil has a Special Educational Need using a number of assessment tools at the school (e.g. dyslexia screeners, DASH, GORT-5 etc.) If it has been determined that the pupil has SEN, the parent will be invited in for an IEP meeting where provision will be discussed and an IEP will be put in place.

Referral route 3: External Professional

There are occasions when identification of Special Educational Need occurs outside of school: Physical and Sensory needs, for example are often first identified in clinical practices. In these instances, there are two protocols. If the external agency is an NHS or local council clinical or educational practice, it is part of their protocol to contact the school (with parental consent) either to report feedback (in the form of diagnoses, recommendations, strategies) or to request additional information for assessment of need. We recommend that parents confirm with the school that any reports sent have been received. In most cases, government organisations will only undertake observations or assessment in state-maintained schools, nurseries, and academies. It is likely, therefore, that any support offered by these external agencies will be in-clinic. If you choose to seek external advice from a private organisation and you would like for us to consider their recommendations and feedback, or you wish to arrange an in-school observation, it is your responsibility to organise this with the school. We cannot, for safeguarding reasons, permit ad-hoc observation requests on the day.

What are the arrangements for consulting pupils with SEN and their parents involving them in the pupil's education?

Once a term, before IEPs are made, the SENCo meets with the pupil and asks their views on their needs and the school's provision(s) around said need(s). The SENCo will then fill in a Pupil Self Assessment with the pupil and this input will inform the IEP (See Figure 1). The SENCo will then meet with the pupil's parent(s)/guardian to discuss the previous term's provision (if applicable) and the changes they would like to see going forward. Parents will also be presented with a draft IEP which they can comment on and give input. After this meeting (IEP Review meeting), parents will be sent the Pupil Self Assessment, IEP Review (See Figure 2), and the final IEP (either in the post, or this will be given to them by the class teacher at the Parents' Evening).

In addition, parents are free to arrange a meeting with the SENCo and the Head to further discuss their child's education and SEND provision outside of the termly meeting times by filling in a Meeting Request Form available at the office.

What are the arrangements for assessing and reviewing children and young people's progress towards outcomes?

Pupils with SEN will have two types of reviews/assessments throughout the course of the year. As well as school assessments of attainment, each term progress towards the pupil's IEP outcomes will also be assessed. Each term when the IEP is made, the class teacher will give each outcome on the IEP a pre-intervention score (1-5) and a target score – where the teacher would like the pupil to be at the end of the term's intervention cycle (again, 1-5). At the end of the intervention cycle, teachers will return to the current IEP and give each outcome a post-intervention score. This way, progress specific to SEND outcomes are also tracked. These scores are also discussed with the parents, and at the IEP Review, they also have an opportunity to score each outcome. Below is a description of the Goal Attainment Score (GAS) that is used to assess progress towards outcomes and an example of how this is implemented in a pupil's IEP.

Goal Attainment Scoring system
<ol style="list-style-type: none"> 1. Pupil has been introduced to target 2. Pupil is beginning to respond to target 3. Pupil is able to meet target with significant adult support 4. Pupil is able to meet target with minimal adult support 5. Pupil is able to meet target consistently and independently

What difficulty or need does this address?: *Speech and Language difficulties (expressive language development) that impair their from accessing the curriculum - particularly phonological awareness.*

Outcome 1	Provision/ intervention in school	Provision/ intervention outside of school	Recommended strategies/ additional information
To be able to “pull sentence out of mouth” where they all auxiliary verbs and prepositions	<ul style="list-style-type: none"> • 1:1 support with sentence structure in Conversation Club – once a week for 15 minutes • 1:1 support with class teacher for 5 minutes where the teacher asks how their day went • Use of audio-visual support (such as SoundBanks and sentence flips) to help them express sentences and phonic sounds more clearly 	<ul style="list-style-type: none"> • Conversation cards and homework will be sent home 	

Evaluation		
Pre-intervention score: 1. Pupil has been introduced to target	Target score: 4. Pupil is able to meet target with minimal adult support	Post-intervention score: Choose an item.
Further notes		

What are the arrangements for supporting children and young people in moving between phases of education?

Moving between year groups

At the end of the school year, the SENCo holds meetings the former and new class teacher of the pupil with SEN. Together, they look at the current IEP and attainment and create a transition plan going into the next academic year. This plan will be shared with the parent so they are aware of what the new teacher will know.

For some pupils with SEND, returning to school after a long break is difficult, and temporary transition measures may have to be put in place. These may include:

- Staggered school times
- Quiet room periods at the start and end of the pupil's school day
- Reduced timetable

- Differentiated activities (outside of the scope of the normal differentiation planned by class teachers)

Pupils with SEN joining the school

For pupils with EHCPs who wish to join the school, initial meetings will include an assessment of whether the school is able to meet the requirements in the EHCP which will be followed by a TAC (Team Around the Child) meeting and a transition period where the school will ensure the requirements are reflected in the pupil's first IEP (Individual Education Plan).

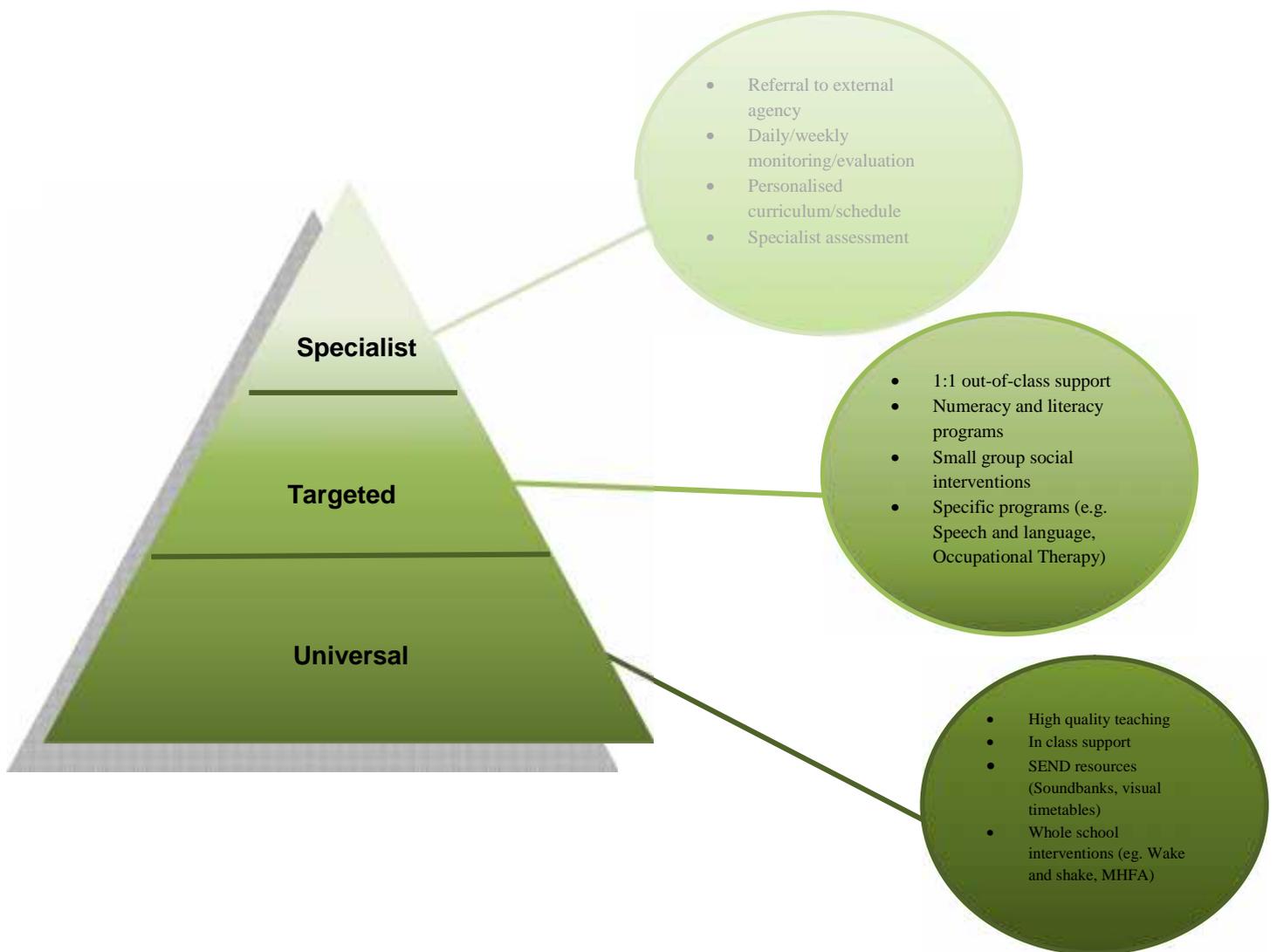
For pupils without an EHCP, parents are required to meet with the SENCo and, where possible, ensure that all reports from external professionals (Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS) are given to the school. IEPs (also known as support plans) from the pupil's previous school should also be given to the school. In both cases, the SENCo will create a transition plan for the pupil that will be shared with the class teacher and the parent. This details specific arrangements to assist the pupil's transition for the first half-term at the school and accompanies their IEPs (which outlines their outcomes).

Pupils with SEN leaving the school

The SEND department offers the following transition support to pupils leaving the school:

- Transition visit to the new school, where photographs can be taken to make a transition book (to arrange this, please give a term's notice to the SENCo in writing)
- Transition plan will be given to the new school
- A full copy of the pupil's SEND record will be made available to the new school
- A TAC meeting can be convened in liaison with the new school to facilitate more detailed information-sharing in complex transitions.

What is our approach to teaching pupils with SEN, and what adaptations are made to their curriculum and learning environment?



What is the expertise and training of staff supporting pupils with SEN and how will specialist expertise will be secured?

SEND staff have specific qualifications in Dyslexia, Autism, and Mental Health First Aid. Where specialist expertise is required, we seek professional recommendations from the external agencies listed below.

How do we liaise with external agencies?

Outside of the referral of specific pupils, we liaise with the following agencies for training, to improve best practices, and to run information sessions. These include:

- Private educational psychologists
- Dyslexia specialists
- CAMHS
- Brent Family Front Door
- Brent Outreach Autism Team (BOAT)

How do we evaluate the effectiveness of SEN provision?

Each year, a SEND pupil progress report is compiled that looks at the progress of SEND pupils across the school in Reading, Writing and Maths. This is used to determine areas of strengths and weakness in SEND provision. Last year, for example, the SEND-PPR highlighted that SEND pupils in Years 3 and 4 had better progress and attainment than in other years – as a result, there is now

increased focus on skills that are developed especially in years 1 and 5 (such as Phonics and extended writing respectively).

In addition, the following audits are conducted annually:

- Staff SEND evaluation questionnaire
- Document and Policy audit
- Provision map updates

How do we ensure the inclusion of children with SEN?

There are a number of ways that we ensure that pupils with Special Educational Needs are included in wider initiatives across the school and have opportunities to engage with pupils who do not have SEN. This includes:

- Liaising with organisations ahead of a school trip to ensure specific provisions are in place for SEND pupils
- Adapting school performances for pupils with reading or communication difficulties
- SEND provision is often used in universal provision to remove the stigma of additional support
- Small group out-of-class support may include pupils who are not on the SEND register

How do we support the emotional and social development of pupils?

Mental Health Support is a whole school initiative that the SENCo and pastoral deputy head collaboratively deliver across the school. IEPs for SEND pupils include the monitoring and evaluation of not only their academic progress, but their social development and emotional literacy.

What extra pastoral measures are in place to support children with SEN so their views and concerns are heard?

Children with SEN have conferencing sessions with their teachers included as part of their provision so that they can discuss any concerns. Once a half term, the pupils meet with the SENCo to discuss their provision. In addition, there is a worry box that allows pupils with difficulties communicating to either draw or write their concerns in (and they can do so anonymously).

How do we deal with concerns and complaints?

Please refer to the School Complaints Policy

Signed by Amit Mehta Proprietor

