



St Christopher Primary School

Special Educational Needs and Disabilities (SEND) policy

Approved by: Governors

Date: April 2022

Introduction

St Christopher Primary School is committed to providing a high quality, inclusive education for all of our children. This policy outlines the ways we meet the needs of children who experience barriers to learning, particularly in relation to special educational needs or disabilities (SEND).

Rationale

This policy has been written in line with the revised SEND Code of Practice 2014.

At St Christopher Primary School we recognise the right of all children to access a broad and balanced curriculum, which provides the opportunity to achieve their full potential. We are committed in ensuring that we provide an inclusive education, enabling all children to make progress and develop personal, emotional, social and academic lifelong skills, that will prepare them for their journey to secondary school and beyond.

As a school community we are extremely proud of our ethos, which reflects our belief in equality of opportunity, the value of individual pupils and celebration of diversity.

In order to provide full access to the curriculum, we ensure high quality teaching meets individual needs and addresses underachievement and aim to create a supportive, stimulating and challenging environment that values difference and recognizes the achievements of all children.

Many children will face barriers to learning at some point in their school career and where a child is identified as having additional needs, we will take action to remove barriers to their learning and to work in partnership with their parents/carers and the children themselves, as part of this approach.

We recognise our duty to make arrangements to support pupils with medical conditions and to deliver their provision in a coordinated way in individual health care plans.

Objectives

- To identify the needs of pupils with SEND as early as possible.
- To use our best endeavours to ensure that a child with SEND gets the support they need by providing for their individual needs and ensuring their progress in mainstream education, alongside pupils who do not have SEND, in order to maximise their achievement.
- To ensure the needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- Take the views, wishes and feelings of the child into account, and involve them as fully as possible in the decision making about their own education.
- Work in partnership with parents to enable them to make an active, empowered and informed contribution in their child's education.

Identification of Special Educational Needs and Disabilities (SEND)

According to the Children and Families Act 2014, The Special Educational Needs and Disability (SEND) Regulations 2014:

'Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.'

A learning difficulty is a **significantly greater difficulty in learning than the majority of others of the same age.**

Special educational provision means **educational or training provision that is additional to, or different from,** that made generally for others of the same age in a mainstream setting in England.

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.**’

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

SENCo (Special Needs Coordinator)

Governing bodies of maintained mainstream schools must ensure that there is a qualified teacher designated as SENCO for the school.

St Christopher ensures that there is a designated SENCo, currently this responsibility sits with the Assistant Head teacher, **Mrs Andrea Harrison.**

Broad areas of need

The SEND Code of Practice (2014) refers to four broad areas of need:

Communication and interaction-these children have a difficulty in communicating with others. 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 and 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.

Social, emotional and mental health difficulties-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 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.

Sensory and/or physical needs-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.

A Graduated Approach to SEND Support

How the school decides whether to make special educational provision

On-going teacher assessments and regular pupil progress meetings help staff to identify those pupils making less than expected progress given their age and individual circumstances. Senior Leaders ensure high quality targeted teaching by the class teacher including delivery of a carefully planned curriculum with differentiation to meet the range of abilities in the class. Where progress over time continues to be less than expected, the class teacher will discuss their concerns with the Special Educational Needs Coordinator (SENCo) and may complete a Stage 1 Learning Concern Form (See Appendix).

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, to determine whether a pupil has a significant difficulty in learning, alongside a discussion with parents/carers. 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. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND or placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will be placed on the SEND register at SEND Support. The school will then seek to remove barriers to learning and put effective special educational provision in place. This begins a cycle of *assess, plan, do, review* with the child/young person at the centre of the process. Parents/Carers will be informed when a pupil is added to SEND Support (i.e on the SEND Register), they may have already been informed that the pupil is on the Concern List.

At St Christopher we recognise the importance of reading for all children as it is a fundamental skill that enables access to learning across the curriculum. Progress in Read Write Inc (RWI) will be taken into account and will be considered alongside the reading and writing assessments. RWI is a daily teaching program that can contribute to pupils' development. If children are not making progress with daily teaching of phonics then it could suggest the pupil has additional needs.

The four part 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 SEND intervention 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.

Do: The class teacher is responsible for working with the pupil on a daily basis. She/he will also liaise closely with Teaching Assistants (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 at least two times during each academic year by the teacher and SENCO. Parents/carers will be able to contribute to this review during parent drop ins and parents evenings. Where appropriate, the pupil will also be able to

contribute to this review. This will inform the planning of next steps for a further period or where successful the removal of the pupil from SEN Support.

- During each academic year parents / carers will have at least three opportunities to meet with school staff to discuss their child's progress and targets.
- If a child meets the targets outlined in their plan before the scheduled review date, targets will be adjusted to ensure continued progress.
- Reviews for Pupils with EHC Plans will take place at least annually (the date of this review will be dependent on the EHC Plan start date) with the SENCO, parents and class teacher. The Local Authority and any other agencies will be invited to the review.
- It may be that parents/ carers with pupils who are working with outside agencies have additional meetings throughout the school year.
- The SENCO will be available during drop in sessions and parents evenings for parents/carers to discuss further issues or concerns.

Roles and responsibilities

The class teacher is responsible for:

- providing quality first teaching to all pupils, including those identified as having SEND
- identifying each child's needs and levels of attainment and progress
- advising parents of any concerns about the learning and wellbeing of their child
- ensure the delivery of the curriculum is appropriate to allow access for all children
- regular liaison with parents and the SENCO
- supporting the SENCO in the writing and reviewing of targets for pupils with SEND

Teaching assistants are responsible for:

- implementing agreed strategies and programmes, and advice from teachers, the SENCO and specialists.
- record keeping
- resources
- regular communication with class teacher and SENCO

The SENCO is responsible for:

- the SEND policy and its implementation
- co-ordinating support for children with SEND
- updating the SEND register and maintaining individual pupil records
- monitoring the quality of provision and impact of interventions
- attending network meetings and updating staff
- referrals to and liaison with outside agencies
- liaising with and advising staff
- maintaining regular liaison with parents/carers
- co-ordinating annual reviews
- supporting staff in identifying pupils with SEN.

- maintaining links and information sharing with receiving schools
- analysing pupil data

The Governing Body

The Head teacher and the SENCo are responsible for monitoring the implementation of the policy throughout the School. The Governing Body has the ultimate responsibility for monitoring the policy and the SEND Governor ensures that all governors are aware of the School's SEND provision. The SENCo and the named Governor meet termly to review provision and progress ensure high quality provision and appropriate delegation of resources is made.

The current named SEND Governor is Mrs Anke Brooker-Davis.

Professional guidance and training for staff

A central part of the role of SENCo is to support all school staff with their leadership, coordination and delivery of provision for special educational needs. This is to ensure that additional needs, including special educational needs, is a key consideration when examining pupil progress and attainment.

The Senior Leadership team at St Christopher plan staff training and development on an annual basis, and the SENCo will directly inform that planning with priorities arising from across the school and based on the SEND of our wider pupil group as appropriate.

The SENCo works with external professionals and agencies to ensure that teaching across St Christopher reflects the latest educational research in terms of how best to meet the additional needs of all our learners, and that it is appropriately resourced.

In addition, the SENCo works with all class teachers at each stage of the four part cycle, although they may not be directly involved in terms of planning and review meetings with parent/carers. They will support class teachers with identifying relevant outcomes to address the concerns about pupil progress and attainment. The SENCo will advise about appropriate interventions and the effective implementation, review and assessment of that support.

If the SENCo is not currently directly involved in supporting a child with Special Educational Needs, parents/carers can request an appointment to speak with the SENCo directly.

External Specialists

If our close examination of a child's progress reveals that they have made little progress over time, or they continue to work substantially below what is expected for children of their age, then we will consider involving specialist support. This will enable us to plan more detailed approaches. We will always discuss this with parents/carers in advance, and we will record the involvement of any additional external/specialist support in the same way as we detail school-based support through the four stages.

We work with a range of external professionals, where appropriate, to ensure that every child experiences the highest quality of teaching and support for their personal development, based on our staff knowledge and skills as well as teaching approaches and resources.

We constantly review and refresh the external specialists with whom we work, based on the impact their commissioned work has on our pupil outcomes.

Some of the external specialists typically providing support for professional development and supporting the needs of individuals and groups of children include:

Tania Wagstaff, Autism Specialists (Autism Support Service)

Amy Such, Learning and Wellbeing Service (Educational Psychology (EP))

Suzanne McDowell, Dyslexia West Midlands (Learning and Behaviour Support)

Speech and Language Therapy Service (SALT)

Occupational Therapy (OT)
Child and Adolescent Mental Health Service (CAMHS)
Integrated Primary Mental Health Service (IPMHS)
Children Service and Families Team
Social Care
NSPCC
School Nurse
Safeguarding Children Board

Education, Health Care Plans (EHCP)

In some cases, we may talk to parents/carers about the option of considering a request for an Education, Health and Care assessment. This will only be when a child continues to show a significantly greater difficulty than others of the same and age and is not making progress, despite planned support and clear information about your child's special educational needs from review meetings.

Requesting an Education, Health and Care Plan (EHCP)

Parents/Carers have the right to request an Education, Health and Care assessment at any stage if you feel that their child's special educational needs cannot be met over time even if relevant and purposeful action as outlined above in the four stage process is implemented. Further information about the EHCP process can be requested from St Christopher's SENCo or accessed at www.coventry.gov.uk.

Where a request for an Education, Health and Care assessment is made to the Coventry Local Authority, then it needs to be supported by information about a child's attainment and rate of progress and evidence of the action taken by school as part of support for the child's special educational needs.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher or SENCO, who will be able to advise on formal procedures for complaint. This policy is available on the school website.

Evaluating Effectiveness of this policy

Our success criteria is as follows:

- Children with SEND will be identified as early as possible
- The needs of pupils with SEND are identified, assessed, provided for and regularly reviewed.
- All children will be given equality of opportunity to participate fully in school activities
- Children will have access to a broad and balanced curriculum, differentiated as appropriate to meet individual needs
- There will be effective partnership between parents, school and outside agencies
- The views of children will be valued and considered
- All staff aware of the contents of the policy and the procedures contained within it
- Governors will understand their role for SEND

Monitoring and review

This policy has been written with regard to the SEND Code of Practice (2014). It will be reviewed annually, alongside the SEND Information Report, by the Inclusion Leader and shared with staff and governors.

Information and Guidance

SEND STAGES

Concern List (pre SEND Register):

- If a class teacher is concerned about a child showing significant difficulties greater than their peers, they can place the child on the Concern list.
- A concern form (Stage 1) would be completed by the class teacher to outline the difficulties the pupil is having.
- The SENCO will discuss the child with the teacher and may visit the class and see the pupil first hand.
- If these concerns are due to attendance or home circumstances then the pupil would be discussed as a vulnerable pupil by senior leaders and the family support worker.
- When a pupil moves from the Concern list to the SEND register, various strategies will have already been implemented and there will have been conversations with parents/carers.
- Where children have not made expected progress, without justifiable reason, over two terms pupils would be discussed by the SENCo, class teacher and other Senior Leaders and may be placed on the Concern list.

SEND Support (SEND Register)

- A conversation with the pupil's parents/carers to discuss the decision would take place.
- Parents/carers would have an opportunity to discuss the child's progress three times a year through parent drop ins, parents evenings and liaison with the SENCo.
- External specialists/agencies may be invited in through the termly planning meeting to assess and support the pupil further.
- Progress of pupils on SEND Support would be tracked by the SENCo.

EHC Plans

- An application for an Education Health and Care Plan (Statutory Assessment) may be considered if:
 - a pupil has been on SEND Support and is continuing to find it particularly difficult to make progress.
 - a pupil has been on SEND Support and is continuing to find it particularly difficult to work at Age Related Expectations (ARE).
 - A pupil is having significant behavioural, social or emotional difficulties
- The school's Educational Psychologist will have been to observe and work with the child.
- Parents and carers will have been involved in conversations about the child's difficulties.
- Prior to an EHC Plan application a My Support Plan and Family Conversation would be completed by the SENCo alongside the parents/carers.
- When an EHC Plan has been put in place parents/ carers would meet with the SENCo for Annual (and or six month) reviews and one other review during the school year. Other professionals involved with the child and the EHCP coordinator for the local authority would be invited to the EHCP reviews.

Progress and assessment – guide for staff

BASELINE in Reception

- Pupils more than 12 months behind at baseline in Reading, Writing and Maths (in 2 of the three) may be placed on the Concern List.

AUTUMN TERM DATA COLLECTION – Reception

- If pupils on the Concern List have made less than expected progress (less than 4 months) they may be placed on SEND Support.
- A conversation with parents / carers will take place to make them aware of the needs staff feel the pupil has.
- If pupils make expected progress they would remain on the Concern List for a further term.

SPRING TERM DATA COLLECTION – Reception

- If by the Spring data collection pupils who haven't made expected progress from baseline to spring (8 months) the pupils may be placed on the Concern list.

SUMMER TERM DATA COLLECTION - Reception

- If by summer data collection pupils who have not made expected progress (12 months) from baseline to summer may be placed on the Concern list.

External SEND Register

- This is updated by the Inclusion leader in October, January and May on the SIMS system.
- The school's statistical SEND Register (linked to external data) is taken from the January census. Therefore for pupils to be included in the statistical data linked to SEND they must be placed on SEN Support in January.

Pupils new to school

- Pupils who are new to St Christopher will take part in 'age and stage' appropriate baseline assessments in reading, writing and maths.
- Pupils may have a SEND diagnosis, have been in SEND support at the previous school or have an EHCP and therefore will be automatically added to our SEND List.
- Pupils who arrive new to the country could have extra needs due to language challenges (English as an additional language - EAL). Pupils would be supported as much as possible. After discussions between the class teacher, TAs and SENCO the pupil could be placed on the Concern list after 4 weeks in school.
- If after one term or the equivalent number of weeks the pupils is not making enough progress a discussion with parents / carers would take place and the pupil would be placed on the SEND support list.

Language Screening

Resources and Tools

Wellcom Screening

- GL Assessment from Sandwell
- Evaluates children's language skills from Nursery to Reception
- Provides a details profile and identifies children who are at risk of having difficulties in developing language skills
 - Children who need monitoring within school
 - Children who should be referred to SALT. (Speech and Language Therapy)
- Red outcomes: Outside agency support
- Amber outcomes: In school support
- Green: No extra support needed at this time.

Speech Link

- Standardised Assessment for children's speech sounds and language
- To be used in Reception as baseline, for new children in KS1 and for any children identified as having specific difficulties with speech across school.

Infant Language Link

- Speech Link
- Standardised Assessment for children's language and understanding from in Reception and Year 2
 - Tests: Concepts, Verb Tenses, Instructions, Pronouns, Negatives, Questions, Verbal Reasoning
- Children are given a pass or fail score in each area.
- In areas where children fail there are specific resources provided to

Junior Language Link

- Speech Link
- Standardised Assessment for children's language and understanding in KS2
 - Tests: Concepts, Verb Tenses, Instructions, Pronouns, Negatives, Questions, Verbal Reasoning
- Children are given a pass or fail score in each area.
- In areas where children fail there are specific resources to be used again

Baseline Assessment

Nursery

- All children will be screened for language development using the Wellcom Assessment
- The records will be evaluated any support / referrals will be acted on.

Reception

- All children joining Reception will be screened using the Speech Link and Infant Language Link online assessment on entry.
- Children from St Christopher Nursery will be screened in the summer term of Nursery
- Children new to St Christopher will be screened during the September of the Autumn Term.
- The outcomes will be evaluated and any support / referrals will be acted on.
- Children who require support will be screen again at the end of Reception to track their progress.

Children new to St Christopher

- All children joining Reception will be screened using the Speech link and Infant Language Link online assessment on entry.

- The records will be evaluated any support / referrals will be acted on

Learning Concern Forms

Stage 1

- This form is used to document broad concerns about a child and will often begin the SEND file for the child.
- This form would be used to begin further discussion with school leaders and may also result in the child being placed on the Concern List.

Stage 2

- This form is used to document more specific concerns about child.
- The information presented in this form will lead to further discussions between the SENCo and the class teacher, review of intervention and possible referral to external agencies.
- Information from the form along with parental and pupil views will help to devise a support plan tailored for a child's individual needs.

St Christopher Primary
Initial Learning Concern Form – Stage 1



Adult Referrer: _____

<u>Pupil Name:</u>	<u>Year:</u>	<u>Date:</u>
<u>Class:</u>	<u>Teacher:</u>	
<u>Pupil Strengths:</u>		<u>Current Reading ARE:</u>
		<u>Current Writing ARE:</u>
		<u>Current Maths ARE:</u>

What are the main challenges for the pupil?

When did you first notice the pupil having difficulties?

Do these challenges occur in a particular lesson or time of day?

How are you already supporting this pupil? (Interventions, extra support etc)

Next Steps *(to be completed by Inclusion Leader)*

Follow up:

St Christopher Primary

Learning Concern Form – Stage 2



Name:	Year: Teacher:	Date
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Language and Literacy

Writing : Letter formation, spelling, sentences, handwriting, fluency	
Reading: word attack skills, phonics, sight vocabulary, fluency and confidence	
Speaking and Listening: fluency, confidence, ability to follow instructions, discrepancy between oral reading and writing skills.	
Speech and Language: immature language, speech patterns of impediments, communication with peers and adults.	

Mathematics

E.g. counting, number operations, number recognition, sequencing, sorting, matching, measurement, shape, space, time, money.	
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General learning skills

E.g. concentration, co-operation, work completion rate, independence, dependent upon staff support, ability to work without support in groups.	
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Personal and Social Development

E.g. self-esteem, confidence, motivation, poor organisation of self and equipment, attendance and punctuality.	
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Behavioural

E.g. disruption to others, frequently out of seat, general off-task behaviour, makes noises, aggressive behaviour towards others or property, response to 'authority.'	
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Emotional Development

E.g. withdrawn, isolated, shy, few friends, anxious.	
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Physical Development

E.g. co-ordination, gross and fine motor control, left handed, laterality, pencil grip, clumsy.	
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Sensory Needs

E.g. hearing, visual, not hearing instructions or unable to copy or see accurately.	
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Medical Needs

List any medical conditions / needs which could affect learning, periods of hospitalisation.	
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Other factors

List any other factors which could affect learning. E.g. family issues, transfer between schools.	
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Summary

Key areas of concern.
List any strategies already used and how successful.
How does the child learn best? (E.g. being told, modelling, watching etc.)

Actions and Notes

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