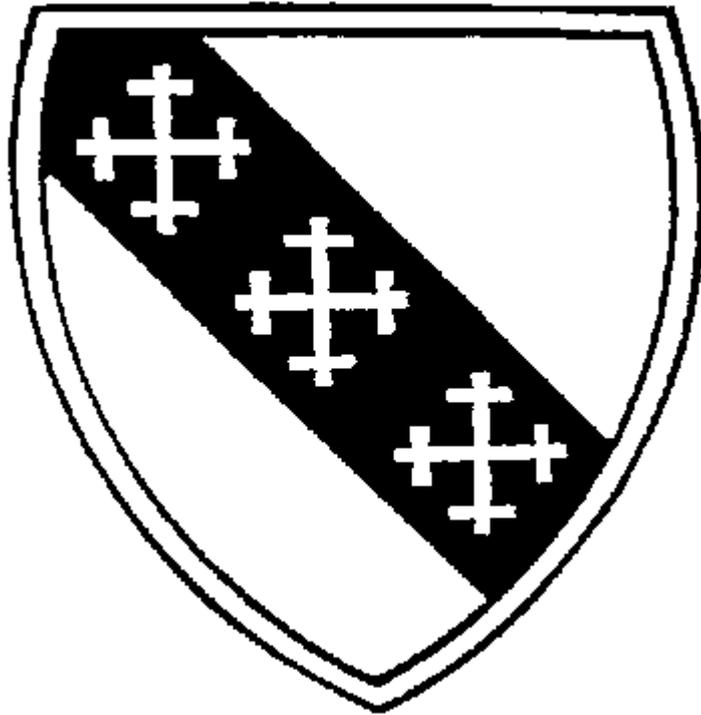


**Christ Church
Charnock Richard
Church of England
Primary School**



**Special Educational
Needs and Inclusion Policy**

Updated September 2017 by Hannah Woolley

*'Learning and growing within a
Christian community'*

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In accordance with our Mission Statement, the school team prepares children for their future by helping them achieve their full potential in the school setting, as part of the Christian family and as members of the wider community.

We work successfully to:

- create an environment that is stimulating, welcoming and purposeful for all members of the school community.
- promote a Christian ethos
- enhance children's quality of learning through the delivery of a broad, balanced, relevant and creative curriculum, where each child is challenged to achieve his/her full potential
- provide a range of educational and social experiences, free from discrimination, appropriate to the age, ability & needs of our pupils
- encourage children to be tolerant, caring and respectful towards others, their community and the world around them
- value and celebrate the contribution stakeholders make to further improving standards in all areas of school life.
- promote, encourage and sustain the physical & emotional health and well-being of all members of the school community

Special Educational Needs and Inclusion Policy

SEND Co-ordinator

**Hannah Woolley AST/EYFS KS1 Leader
Christ Church Charnock Richard C of E Primary School
Church Road
Charnock Richard**

Hannah Woolley: SENCO Award achieved July 2016

SEND Governor Mrs Jean Bennett

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 September 2014 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 September 2014
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

This policy was created by the school's SENCO with the SEN Governor in liaison with the SLT, all staff and parents of pupils with SEND.

We are a popular church aided primary school situated in the village of Charnock Richard, on the outskirts of Chorley, in Lancashire's District 9 and in the Diocese of Blackburn. We admit up to 25 pupils each year and have taken up to our number for several years. We currently have 181 pupils on roll. As a result of increased pupil numbers (through the school being a popular choice), the school was able to move to seven classes in September 2013. Last year we had 37 'first choice' applications for September 2014 for our 25 places. As a result of appeals we have a Foundation Stage cohort of 30 this September.

The mission statement of our school affirms our commitment to valuing the individuality of all our children. We give all our children every opportunity to achieve the highest of standards. We do this by respecting and taking account of pupil's varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all children. The achievements attitudes and well-being of all our children matter. This policy helps to ensure that this school promotes the

individuality of all our children, irrespective of ethnicity, attainment, age and disability, gender or background and that pupils have a common curriculum experience.

In line with our aims and mission statement we will ensure that the most efficient use is made of all the resources and skills to enable all children to participate in the life and work of school and to achieve their potential, whatever their needs in a caring supportive environment. Every teacher is a teacher of every child or young person including those with SEN.

We at **Christ Church Charnock Richard C.E. Primary** are committed to meeting the special educational needs of pupils and ensuring that they make progress.

Objectives:

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

1. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
2. Ensure good working relationships with parents, carers and the community.
3. Ensure that the school offers a broad balanced and differentiated curriculum that is accessible to pupils with SEN, AGT and EAL and promotes high standards of attainment and achievement.
4. Ensure that we recognise, value and celebrate pupils' achievements, however small
5. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
6. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
7. Ensure that the school liaises with special schools, outside agencies effectively to meet the needs of staff and pupils
8. To work within the the guidance provided in the SEND Code of Practice September 2014

What are Special Educational Needs (SEN)?

At Christ church we use the definition for Special Educational Needs and Disabilities as stated in the SEND Code of Practice (September 2014). A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (Page 94 of the SEND Code of Practice 0-25 years. September, 2014) • There are four broad categories of SEN:

- o communication and interaction
- o cognition and learning
- o social, emotional and mental health
- o physical and sensory.

Individual children often have needs that cut across all of these areas and their needs may change over time.

What is a 'disability'?

A disability is described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term (a year or more) and substantial adverse effect on their ability to carry out normal day-to-day activities.' This includes, for example, sensory impairments such as those that affect sight and hearing, and long-term health conditions such as asthma, diabetes or epilepsy.

How are Special Educational Needs identified?

Identifying children at SENS (SEN Support) 'SEN support' is used in place of the terms 'School Action' and 'School Action Plus' in accordance with the 2014 Code of Practice. It should be noted that having previously been supported at 'School Action' and 'School Action Plus' will not guarantee that the same child will be identified to receive 'SEN support'. An audit of the SEN register for 2013/14 was completed in July 2014 and children were placed into one of the SEN categories depending upon their key needs.

Children with Cognitive and Learning needs are given an Individual Education Plan identifying targets and support. Children with medical or other needs are identified on the register and class provision map to identify how we can support any barriers to learning. In addition, some children were added or taken off the register in accordance with the new guidance. Any children removed from the register will continue to be monitored by the class teacher and if there are any concerns children may be placed back on the register at any time. Parents and carers will be informed of this decision and the reasons for it. Children often move off the register when their individual needs are met and no additional provision is required.

Children with SEN are identified by one of three assessment routes all of which are part of the overall approach to monitoring the progress of all pupils:

- The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching they are discussed with the SENDCo and/or Headteacher and a plan of action is agreed.

- Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause.

This can be characterised by progress which:

- 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

Parents sometimes ask us to look more closely at their child's learning. We take all parental requests seriously and endeavour to investigate them all. Frequently, the concern can be addressed by Quality First Teaching or some parental support. Otherwise, the child is placed at SENS on our SEN register.

The SENDCo may be able to undertake a range of standardised tests with children. These assessments can then be used to add to and inform teachers' own understanding and assessments of a child.

Although the school can identify some special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have some form of disability (including ASD or ADHD).

The school and/or SENDCo may also seek support from a range of local services and educational psychologists.

My child's progress is giving cause for concern; what happens next?

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. During these meetings you will be informed that your child's progress is giving the teacher 'cause for concern'. Results of assessments and reasons for concerns should be discussed and possible strategies to support the child should be identified.

The teacher, in partnership with the parents/carers and child (where appropriate) will then apply the assess-plan-do-review cycle and agree this review date with parents/carers. Following this review, a decision will be made about whether your child will be added to the SEND register and reasons must be explained. It shouldn't come as a surprise to learn that your child is being identified as having SEN and we aim to engage parents/carers at every stage. Parents/carers will be asked to give parental consent at this stage.

My child is on the SEN register; how will their progress be monitored?

The 'Assess-Plan-Do-Review' cycle

If your child is being added to the SEND register for learning needs, parents/carers will be invited to a meeting to agree targets and support for your child. These will then be written into an Individual Education Plan which will be discussed with the child along with their own views of school and learning. Records are kept of these meetings and copies are available to parents.

Thereafter, the IEP will be reviewed each term to review progress made, set targets and agree provision for the next term. In the summer term, there is an annual review of the child's progress. Parents will be sent copies of updated IEP's and their child's progress discussed at termly parents meeting.

. During these IEP reviews:

- Evidence of progress against the targets and success criteria (assessments and other progress indicators) must be provided by the child, the parents/carers and the class teacher.
- The effectiveness of interventions and teaching strategies in enabling the child to make progress against their targets will be reviewed using evidence of progress made..
- Following this review of assessments, the teacher, child and parents/carers will agree a new plan of action, involving personalised target setting and success criteria to measure progress. This plan must also make clear the contribution to be made by the child, the parents/carers and the school.
- It is the responsibility of the class teacher to ensure that the child is given the opportunities access resources and/or ensure the child receives the necessary support in school.

Where a child continues to make slow progress, despite receiving high quality, targeted support, it may be necessary to conduct further assessments to investigate the root causes of the learning difficulties, so that these barriers to learning may be removed.

My child is on the SEND register; does this mean that they will always be on the SEND register?

No. The register will be audited, reviewed and up-dated on a termly basis by the SENDCo. Where barriers to learning have been identified, and effective strategies have brought about accelerated progress, it may be decided that the child no longer requires SENS and they will be removed from the SEND register. Please note that this decision will be made based on evidence from a range of sources and formative and summative assessment. It may be necessary to retain some form of SENS to ensure that the child is able to continue to make good progress.

Where the removal of support would be detrimental to the child's continued progress, they may remain on the SEND register despite improving their rate of progress. However, all pupils will continue to be monitored every half-term and during pupil

progress meetings. If your child's progress becomes a cause for concern at a later date, the process for identification of SENS may result in your child being placed back onto the SEND register.

Paperwork for children at SENS (SEN support)

Once a child has been identified as needing SENS the following paperwork is completed:

- A class provision map, identifying needs of children on the SEND register and any 'Children Causing Concern'.

- At progress meetings, an IEP is produced and/or reviewed. The plan records specific and challenging targets for the child to achieve in a term, together with the personalised provision (which may be 1-1 or in a small group) put in place to remove barriers to learning and enable the child to achieve these targets. Parental/Carer consent will be requested to ensure parental engagement with supporting the child's SENS.

I feel that my child's SEN require specialist support; what will school do to support this?

All decisions about whether to make special educational provision should involve the class teacher and SENDCo considering all of the information about the child's progress, alongside national data and expectations of progress. This will include high quality and accurate formative accurate assessment, using effective tools and early assessment materials.

However, there are occasions where a child's complex needs and/or higher levels of need make it appropriate to draw on more specialised assessments from external agencies and professionals, including:

- Local services (EG. Lancashire Education Inclusion Service, Speech and Language Therapy Unit, CAHMS, LEIS Counselling Service)
- Medical professionals (EG. Physiotherapist, Consultant Paediatrician)
- Educational Psychologists.
- Golden Hill Short Stay Special School

Please note that this list is not exhaustive and school will endeavour to involve external agencies and professionals to meet the needs of individual children, as appropriate. Where necessary, parental consent will be requested.

Reports and/or results of these assessments will be shared with parents/carers and teachers to inform the next assess-plan-do-review cycle. Teachers and SENDCo's will be pro-active in seeking advice where needed. Lancashire's children's services teams are available for schools to access general advice about supporting our children. Again, if more specific, personal advice is required, parental permission will always be sought.

My child is not making progress at SENS; what happens next?

Education, Health and Care Plans.

What is an Education, Health and Care Plan?

School will often be able to meet the needs of children through SEN support. But sometimes a child or young person needs a more intensive level of specialist help that cannot be met from the resources available to schools to provide SEN support. In these circumstances, school may consider asking Lancashire local authority for an Education, Health and Care (EHC) needs assessment for your child.

This assessment could lead to your child getting an EHC plan. Some children and young people will have needs that clearly require an EHC needs assessment and plan; once the local authority is aware of them it should start this process without delay.

An EHC plan brings your child's education, health and social care needs into a single, legal document. Moving to an EHCP (Education, Health and Care Plan) If children fail to make progress, in spite of high quality, targeted support at SENS, it may be appropriate to apply for the child to be assessed for an EHC Plan. Parents and carers should note that this process may take up to 70 days.

There are many reasons to apply for an EHC Plan, including:

- The child is 'Looked After' and therefore additionally vulnerable
- The child has a disability which is lifelong and means that they will always need support to learn effectively
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision. Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan. Full details of Lancashire Council arrangements for referrals and arrangements for decisions on EHC Plan applications please see <http://www.lancashire.gov.uk/localoffer/families/ehcp>

What support is available for children with SEN and their families?

- Class teachers are available to discuss the progress of all children throughout the year.
- The SENDCo is available to discuss the progress of children with SEND and act as an advocate for child
- Lancashire Council provide a local authority Local Offer. Details can be found at <http://www.lancashire.gov.uk/localoffer>

- The policy can be found via the school website at <http://www.charnockrichard.lancssch.uk>
- Class teachers and/or the SENDCo are able to make links with other agencies to support the child and their family.
- Access arrangements for examinations and other assessments (EG. larger text for visually impaired children or additional time for children with learning difficulties).
- Transition- we ensure that there are transition meetings from year group to year group and place particular emphasis on cross-Key Stage transition. We also support families and children during high school transition by sharing information and arranging additional visit days where necessary.
- Help children and families to manage medical conditions in line with the school's Supporting children with Medical Conditions Policy.
- Further information about SEND for families of children with SEND can also be found at www.sendgateway.org.uk
- Where necessary, the school can lead a Common Assessment Framework (CAF) referral with the aim of providing support for children and families at Christ Church.
- School can also lead referrals to other services (EG. Speech and Language therapy) and/or provide data for other referrals, provided that parental consent is obtained

How will school support pupils with medical conditions?

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Where a child has a medical condition, it may be necessary to share information about their condition with staff and other professionals (Eg Supply teachers). Where a child has a medical problem that does not affect their ability to learn, they will be identified in the SEND register giving details of their condition and what staff can do to ensure that the child remains happy, safe and comfortable whilst in school. However they will not have an Individual Education Plan.

The Equality Act requires that early years providers, schools, colleges, other educational settings and local authorities:

- must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- must make reasonable adjustments, including the provision of auxiliary aid services (for example, tactile signage or induction loops), so that disabled children and young people are not disadvantaged compared with other children and young people.

This duty is what is known as 'anticipatory'. Schools are also required to think in advance about what disabled children and young people might need in the future.

How will monitor and evaluate the effectiveness of SEND provision?

All pupils' progress in Reading, Writing and Maths is monitored every half-term (6-8 weeks) by the Senior Leadership Team. The SENDCo will monitor the progress of individuals and children with SEN to ensure that interventions are effective. The information is reported to Governors via the Headteacher's Report to the full Governing Body and the link Governor for SEND. We also invite governors to attend a data analysis staff meeting every term where we discuss progress of years, classes and other groups within school. Parents' views are sought via Pupil Passport reviews and Parent's Evening. Pupils share their views through Pupil Voice interviews with the Head Teacher and when completing their new Pupil Passports.

How is SEND funded?

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEN and disabilities. Most of these resources are determined by a local funding formula, discussed with the local schools forum. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. It is for schools, as part of their normal budget planning, to determine their approach to using their resources to support the progress of pupils with SEN. The SENDCO, Headteacher and governing body should establish a clear picture of the resources that are available to the school. They should consider their strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium

Schools are not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child or young person lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

Taken from the SEND Code of Practice 2014.

Funding and personal budgets

- Parents/carers are entitled to request a Personal Budget if your child has an EHC plan or has been assessed as needing a plan.
- A Personal Budget is an amount of money your local authority has identified to meet some of the needs in your child's EHC plan, if you want to be involved in choosing and arranging a part of the provision to meet your child's needs.
- Parents/carers (or a representative) will need to agree this with your local authority Lancashire.
- A Personal Budget can only be used for agreed provision in the EHC plan.

How are the training needs of staff identified and planned for?

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. This may be provided by staff at Christ Church and/or by external agencies, organisations and professionals.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENDCo to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The school's SENDCo regularly attend the Lancashire SENDCo network meetings in order to keep up to date with local and national updates in SEND.

Roles and Responsibilities

The role of Class teachers

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. At Christ Church, every teacher is a teacher of every child, including those with SEND. Teachers respond to children's needs by:

- providing quality first teaching that ensures the progress of all children, in line with the Teachers' Standards.
- providing starting points for the development of an appropriate curriculum;
- 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;
- involving parents in implementing a joint learning approach at home.

The role of the SEND Co-ordinator

In our school, the SENDCo:

- acts as an advocate for children with SEND and their families.
- manages the day-to-day operation of the school's special educational needs policy;
- co-ordinates the provision for and manages the responses to children's special needs;
- supports and advises colleagues;
- contributes to the professional development of all staff;
- oversees the records of all children with special educational needs;
- acts as the link with parents of children with special educational needs;
- acts as the link with external agencies and other support agencies;
- monitors and evaluates the special educational needs provision, and reports to the governing body;
- manages a range of resources, both human and material, to enable appropriate provision to be made for children with special educational needs.

The role of the Governing Body

The governing body has due regard to the Code of Practice when carrying out its duties toward all pupils with special educational needs and disabilities. The governing body does its best to secure the necessary provision for any pupil identified as having special educational needs. The governors ensure that all teachers are aware of the importance of providing for these children. They consult Lancashire local authority and other schools, when appropriate, and report annually to parents on the success of the school's policy for children with special educational needs.

The governing body ensures that parents are notified of any decision by the school that SEND provision is to be made for their child. The governing body has identified Jean Bennett to have specific oversight of the school's provision for pupils with special educational needs. The 'responsible person' in this school is the head teacher.

The head teacher ensures that all those who teach a pupil with a statement of special educational needs are aware of the nature of the statement. The named governor ensures that all governors are aware of the school's SEN provision, including the deployment of funding, equipment and personnel.

The role of parents/carers

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. The home-school agreement is central to this. Parents have

much to contribute to our support for children with special educational needs. Parents/carers are required to engage in the Individual Education Plan and support their child to progress towards the targets set. A named governor takes a particular interest in special needs and is always willing to talk to parents/carers.

We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs. During this meeting, we review progress and set new targets for the next term.

The role of children with SEND In our school

We encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. All staff at Christ Church recognise the importance of children developing social as well as educational skills. Children have much to contribute to guiding the provision that they receive for their special educational needs. Children are required to engage in the review-plan-do cycle (at an appropriate level for their age and development) and provide evidence of their progress towards the targets set in the Individual Education Plan. Children are involved at an appropriate level in setting own targets. Children are encouraged to make judgements about their own performance against their personal targets. We recognise success here as we do in any other aspect of school life.

Additional roles and responsibilities

Designated Teacher with specific Safeguarding responsibility: Helen Brooks (Headteacher)
Member of staff responsible for managing Pupil Premium Grant and Looked After Children funding: Helen Brooks (SENDco)
Member of staff responsible for managing the schools responsibility for meeting the medical needs of pupils: Helen Brooks (Headteacher)

Storing and managing information

All SEND documents are stored securely in the Head Teacher's office. The sharing of information regarding SEND is subject to the procedures as set out in the Confidentiality Policy. Parental consent will be sought, where necessary, to share information with external agencies and/or professionals. As the Individual Education Plans contain details of pupils' historical achievement, it is important that these documents are treated as confidential documents. It is the responsibility of parents/carers to ensure that their copies of these documents are kept safely.

Accessibility Statutory Responsibilities

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce accessibility plans for their building and Local Authorities are under a duty to prepare accessibility strategies covering the maintained schools in their area. Accessibility plans can be provided, upon request, from the School Office.

Admissions

Pupils with special educational needs will be admitted to Christ Church Charnock Richard C.E. Primary in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEN and Disability Act and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having special educational needs at early years action or early years action plus.

If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and plan a relevant differentiated curriculum.

Access for Disabled

To ensure access for pupils or parents with disabilities the school has ramps and graduated slopes at most entrances, as well as adapted WC facilities. All other considerations and adaptations are to be found in the School's Accessibility Plan.

Complaints Procedure

Any complaint about special educational provision within the school should be directed to the class teacher or SENCO and the head teacher should be kept fully informed. The head teacher will after a full discussion attempt to resolve the matter. Should the matter remain unresolved the head teacher will supply the complainant with a copy of the official procedures for the consideration of complaints by the Governors.

Reviewing the policy

This policy will be reviewed every year.

H Woolley September 2017