


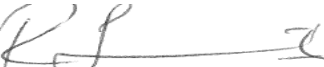
Christ Church New Malden

Church of England Primary School



SEN Policy

Committee responsible	Pupil Impact
Approval required by	Pupil Impact
Statutory or Recommended	Statutory
Frequency of review	Annual
Date last reviewed	October 2023
Date of next review	October 2024
Display on website	Yes
Link with other policies	Accessibility Plan Admissions Behaviour Management Equal Opportunities Medical Needs SEN information report

	Signed	Date
Headteacher		30/10/23
Chair of Governors		30/10/23

Statement of intent

At Christ Church New Malden Primary (CCNM) we are committed to valuing each child as an individual and ensuring that they reach their full potential. Christ Church recognises the views, wishes and feelings of the child or young person and their parents.

We are committed to providing high quality teaching for all children. We believe that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. Christ Church will support children so that they make progress so that they become 'The people God made us to be.'

Definition of SEN

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. (SEN Code of Practice 0-25 years 2014)

"Special educational provision", for a child aged two or more or a young person, means educational or training provision that is additional to, or different from, that made generally for others of the same age.

Terminology

For the purpose of this policy, the term SEN (Special Educational Needs) will be used, but it is used to include SEND (Special Educational Needs and Disability). The term SENCO will be retained as this aligns with the SENCO contact email address.

Statutory requirement

This policy is written in line with the requirements of:

- Part 3 of the Children and Families Act 2014
- SEN Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This policy was developed with staff, parents/carers, representatives from the governing body and parents of children with special educational needs and will be reviewed annually.

Aims and Objectives

All staff at CCCNM believe that each pupil has individual and unique needs. However, some pupils require more support than others. If these pupils are to achieve their full potential, we must recognise this and plan accordingly. We acknowledge that a proportion of pupils will have special educational needs at some time in their school career. Many of these pupils may require help throughout their time in school, whilst others may need a little extra support for a short period to help overcome more temporary needs. CCNM aims to provide pupils with strategies for dealing with their needs in a supportive environment, and to give them meaningful access to the National Curriculum.

The objectives of our SEN policy and practice in this school are :

- To create an environment that meets the specific needs of each child.
- To ensure that all pupils, whatever their special educational needs, receive appropriate educational provision through a broad and balanced curriculum that is relevant and differentiated, and that demonstrates coherence and progression in learning.
- To ensure that the Special Educational Needs of children are identified, assessed, and provided for as early as possible in their school career.
- To identify the roles and responsibilities of all staff in providing for children's Special Educational Needs
- To achieve and maintain a high level of staff expertise.
- To ensure that our children have a voice in this process.
- To ensure that children and young people with SEN can engage successfully in all school activities alongside pupils who do not have SEN.
- To involve parents/carers and children in planning and supporting at all stages of the pupil's development
- To work collaboratively with parents, other professionals and support services
- To promote independence and resilience in pupils with SEND so that they are well prepared for the next phase of education.

Roles and Responsibilities

Provision for pupils with SEN is a whole-school responsibility. It is each teacher's duty to provide for pupils with SEN in his/her class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs, and for following the school's procedures for identifying, assessing and making provision to meet these needs.

Governing Body

The Code of Practice states that there should be a member of the Governing Body or a subcommittee with specific oversight of the school's arrangements for SEND.

The key duties of the Governing Body are to ensure that the SEND policy is implemented and that it is effective in ensuring that pupils with SEN have the same opportunities to make good progress and play an active and fulfilling role in the life of the school alongside pupils with no SEN. The named Governor for SEN is Joy Uren.

SENCO

- 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;
- Acts as link with external agencies and other support agencies;
- Monitors closely the provision for children in school and ensures that the needs of all children are being met through different learning strategies;
- Line manages the intervention team who support individuals and groups of pupils;
- Reports to the governing body;
- Contributes to the professional development of all staff;
- Attends regular cluster meetings to update and revise developments in Special Needs Education and Inclusion;
- Supports the transition of pupils with SEN to different settings.

Class teachers

All teachers are teachers of children with special educational needs and therefore teaching SEN is a whole school response. Class teachers respond to children's needs by:

- Ensuring that quality first teaching is delivered consistently in the classroom;
- Providing support for children who need help with communication, language and literacy;
- Liaising with SENCO to identify and review interventions in place for children in their class;
- Planning to develop children's understanding through the use of all available senses and 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;
- Setting clear outcomes for all children to develop ensure progress across the curriculum;
- Involving the pupils in the setting of the goals;
- Reviewing the progress of children regularly and sharing this with the child, parents and school team;
- Promoting an ethos of inclusivity, and celebrating all pupils' achievements in every sphere;
- Ensuring that they are responsible for setting outcomes for interventions and communication with the teaching assistants and SENCO.

Identification, Assessment, Provision and Monitoring

'Special educational provision is underpinned by high quality teaching and is compromised by anything less' (SEND CoP, 2014).

This section of the policy should be read in conjunction with the [SEN Information Report 2023](#).

Every teacher is responsible and accountable for each pupil in their class. Teaching and supporting such pupils is therefore a whole school responsibility requiring a whole school response. Meeting the needs of SEND pupils requires partnership working between all those involved - LA, school, parents/carers, pupils, children's services and other agencies. At Christ Church we can make provision for every kind of frequently occurring special educational need without Education, Health and Care Plan.

There are four categories of need in the SEN Code of Practice, they are:

- Communication and interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

High quality teaching that is adapted will meet the individual needs of the majority of children and young people. At CCNM this is referred to as 'Inclusion by Design'. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014. We use our best endeavours to ensure that such provision is made for those who need it.

Identification and Assessment

The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if a special educational need has not been identified. This extra support will enable the pupil to catch up.

At CCNM, class teachers, together with members of the Senior Leadership Team, monitor the progress of all pupils termly. A range of information is used to support our reviews: baseline assessments in EYFS, EYFS and KS1 phonics tracking, Y1 phonics screening, speech link, use of GL assessment data, termly teacher assessments in reading, writing and maths as well as 'book-looks' and learning walks.

Despite high quality targeted teaching, some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify appropriate interventions.

The Code of Practice (2014) outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is **additional to** or **different from** the provision made as part of the school's usual differentiated (adapted) curriculum and strategies.

In determining whether a pupil may have SEN, consideration will also be given to other factors which may be affecting achievement including:

- Attendance;
- English as an additional language;
- Family circumstances;
- Economic disadvantage.

Provision

Please refer to the School Information Report which is also published on the school website and updated annually to reflect the most up to date information on how we support children with SEN at CCNM.

Monitoring provision

The school undergoes an active process of continual review and analysis of outcomes for all pupils, including pupils with SEND.

Our termly pupil progress review meetings focus on progress and the assessment information from teachers will show whether adequate progress is being made.

Adequate progress is measured against one or more of the following:

- Narrows the attainment gap between the child and their peers;
- Prevents the attainment gap widening;
- Matches or betters the child's previous rate of progress;
- Demonstrates an improvement in self-help, social or personal skills;
- Demonstrates improvements in the child's behaviour;
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers.

Transition

The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENCO.

Transition arrangement occurs when children join the school in-year, between class teachers at the end of the academic year with a particular focus on the transition of pupils between our two sites and finally when children leave to secondary school.

For detailed information on the different stages of transition and the support available, please refer to the SEN information report.

Training and resourcing

The school receives additional funding from the Local Authority each year to facilitate the needs of pupils requiring additional SEN support. The value of this funding varies between each school informed by a set of indicators. The level of funding is not adjusted in-year to reflect any changing demand for SEN provision.

This funding is used to support and enhance high quality of teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. In very few cases a very high level of resource is required. In this case the school will request 'top up' from the Local Authority where the child or young person lives.

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. Training needs are audited and appropriate training and support is organised.

All teachers and support staff undertake induction on taking up a post and this includes support from the SENCO 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 SENCO, Headteacher and School Business Manager liaises to allocate funding for SEN. The Headteacher has the final say in the use of the personal budget within the school.

Contacts and support

Contacting the SENCO

The SENCO, Mrs Alex Roe is a qualified teacher and holds the National Award in Special Educational Needs Coordination. Mrs Roe can be contacted on 020 8336 7800 or via email senco@ccnm.uk

Managing concerns about SEN provision

The same arrangements for the treatment of complaints at CCNM are used for complaints about provision made for special educational needs and disabilities. We encourage parents to discuss their concerns initially with the class teacher. Further discussions can then take place with Headteacher, or SENCO to resolve the issue before making the complaint formal to the Chair of the GB. (See the Complaints Policy on the school website)

Support for parents of children with SEND

Christ Church SEND Information Report

We publish information on our website about the implementation of the policy for pupils with SEND. This will be updated annually and any changes to the information occurring during the year will be updated as soon as possible. The information will meet the requirements in the Special Educational Needs and Disability Regulations 2014.

Local Offer

The Local Offer is a website that provides information on local services and support available for families including children and young people aged 0-25 years with special educational needs or disabilities. It can be found at :

https://kr.afcinfo.org.uk/local_offer

If you are resident outside of the boroughs of Kingston and Richmond, please refer to the Local Offer in your home local authority.

SEND Information, Advice and Support (SENDIASS)

The Information, Advice and Support Service (SENDIASS) in Kingston and Richmond offers advice and support across a wide range of subjects. This may include help with: finding local support networks; education, health and social care services; your rights in education, health and social care; mediation and dispute resolution.

The service is a free, confidential and impartial. It is for children and young people up to the age of 25yrs who have special educational needs or disabilities, and their parents or carers.

The Moor Lane Centre, Moor Lane, Chessington KT9 2AA.

Freephone number: 0808 164 5527

Email: info@RKsendiass.co.uk

Website: rksendiass.co.uk