

Christ Church New Malden

Church of England Primary School

Special Educational Needs and Disability

Committee responsible	Pupil Impact Committee
Approval required by	Pupil Impact Committee
Statutory or Recommended	Statutory
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Date of next review	February 2018
Display on website	Yes
Link with other policies	Accessibility Plan Admissions Behaviour Management Equal Opportunities Medical Needs

Signed *Tabitha White*

Headteacher

Dated 02 / 02 / 17

Signed *Stephen L.*

Chair of Governing Body

Dated 02 / 02 / 17



1. Introduction

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.

2. Definition of SEN

The Special Educational Needs Code of Practice 2014 states that 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 them. A child of compulsory school age or a young person has a learning difficulty if they:

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. 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 their best endeavours to ensure that such provision is made for those who need it.

Special educational provision is underpinned by high quality teaching and is compromised by anything less.

3. Special Educational Need at Christ Church New Malden Primary School

'All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

At CCNM we can make provision for every kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance dyslexia, dyspraxia, speech and language needs, autism, asperger's syndrome, learning difficulties and emotional difficulties. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and will follow the usual school admissions procedures.

3.1 Identification and assessment of pupils with SEN

At CCNM class teachers, together with members of the senior leadership team monitor the progress of all pupils at least termly to review their progress. We also use a range of assessments with all the pupils at various points e.g. baseline assessments in EYFS, Y1 phonics screening, speech link, regular benchmarking of reading and end of termly assessments in reading, writing and maths.

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 special educational need has not been identified. This extra support will enable the pupil to catch up.

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 an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.

The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed regularly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.

If the pupil makes good progress using this additional and different intervention (but would not be able to maintain this good progress without it) we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources he or she will not be identified with special educational needs.

We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used. CCNM uses the model of assessing needs, planning to meet these needs, implementing the provision and reviewing its impact. The progress of all pupils is monitored at least termly through pupil progress meetings with class teachers, teaching assistants, additional support teachers and members of the senior leadership team.

The school will also involve outside agencies/professionals if it requires extra support e.g. educational psychology, speech and language therapists, occupational therapists etc.

3.2 How we evaluate the effectiveness of the provision made for pupils with special education needs with or without a statement of special educational needs / Education, Health and Care Plan

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the pupil, parents and class teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the pupil's previous rate of progress
- Which allows the attainment gap to close between the pupil and children of the same age

For pupils with a statement of special educational needs / Education, Health and Care Plan there will be an annual review of the provision made for the child, which will enable an evaluation of the impact of the special provision. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

For other pupils receiving SEN support SEN review meetings are held twice a year (January and May), to discuss specific SEN provision. At these meetings the individual provision is shared and reviewed.

3.3 The school's arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked at least termly. In addition to this, pupils with special educational needs will have more frequent and detailed assessments to inform targets and to measure small steps of progress.

If these assessments do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

3.4 The school's approach to teaching pupils with special educational needs

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

We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.

In meeting the requirements of The National Curriculum Framework/Statutory Framework for the Early Years Foundation Stage the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one work / specialised teaching / mentoring, small group teaching, use of ICT software learning packages. These are often delivered by additional staff under the direction of teachers employed through the funding provided to the school. This is known as 'notional SEN funding'. The class teacher will remain responsible for working with the pupil on a daily basis.

We have a duty to make arrangements to support pupils with medical conditions. Where children and young people also have special educational needs, their

provision will be planned and delivered in a co-ordinated way. We will have regard to the statutory guidance supporting pupils at school with medical conditions.

School support staff are trained to administer basic first aid to children. For those that may need more specialised medical care (e.g. support with diabetes management) training is sought from the school nurse/diabetic team. With written parental permission the school is able to administer prescribed medication.

The school has a clear behaviour code which helps to support those with behavioural needs. The school employs 2 Pastoral Mentors who are available to see children who may need pastoral support. There is a pastoral mentor available at the infant site for 2 afternoons a week and at the Junior site for 5 afternoons.

The school works closely with the Educational Welfare Officer to improve school attendance.

3.5 How the school adapts the curriculum and learning environment for pupils with special educational needs

At CCNM we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.

‘All pupils should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to pupil achievement. In many cases, such planning will mean that pupils with SEN and disabilities will be able to study the full national curriculum.’ (Code of Practice 6.11)

4 Identifying SEN in schools

4.1 Additional support for learning that is available to pupils with special educational needs

Schools receive funding for SEN pupils. 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 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.

The Headteacher has the final say in the use of the personal budget within the school.

4.2 Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum

All clubs, trips and activities offered to pupils at CCNM are available to pupils with special educational needs. For some pupils 'reasonable adjustments' may need to be made. This is always done in partnership with families and carers.

4.3 Support that is available for improving the emotional and social development of pupils with special educational needs

At CCNM we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance in PSHCE lessons and indirectly with every conversation adults have with pupils throughout the day.

For some pupils with the most need for help in this area we also can provide the following list e.g. Pastoral Mentor time, external referral to CAMHs or counselling services, lunch club, and 'circling' groups.

Pupils with emotional and social needs because of their special educational needs will be supported to enable them to develop and mature appropriately.

We are keen to hear parents/carers and pupils' views.

Children and young people with SEND are more likely to be the victims of bullying, so it is important to ensure that they report any behaviour that concerns them. They will be provided with safe, supervised places that they can go to during social time. Support systems are in place in addressing bullying behaviour, as well as raising awareness of SEND for everyone in the school community.

5 The Inclusion Manager and SEN Co-ordinator

The Inclusion Manager at CCNM is Tabitha White who works closely with the SENCO. The SENCO, Alex Roe was appointed to the role in September 2016; she is a qualified teacher. They can be contacted on 020 8336 7800 or via email office@ccnm.rbksch.org.

6 The expertise and training of staff in relation to children and young people with special educational needs and how specialist expertise will be secured

Teachers and Teaching Assistants are trained frequently in order to support children with SEND. Recent training has included phonics, Numicon, supporting struggling spellers, advanced dyslexia, expert TA course and a new to SENCO course. There has been whole-school training on 'teaching for neurodiversity', giving all staff strategies to help all children in class.

Other staff have specialist training. On the staff there are currently 2 teachers who are dyslexia trained and one teaching assistant with speech and language training. Other teaching assistants have received bereavement training, drawing therapy training and Lego therapy training.

Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are, Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, dyslexia specialists, Teaching and Learning Advisors etc.

7 How equipment and facilities to support children and young people with special educational needs will be secured

Specialist equipment will be considered on an individual basis.

8 The arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at CCNM are invited to discuss the progress of their children on 2 occasions a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be supported to contribute to assessment, planning and review.

In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

Parents of children receiving SEN support will be invited to attend a twice yearly SEN Review to discuss the provision their child is receiving.

9 The arrangements for consulting young people with special educational needs about, and involving them in, their education

When a pupil has been identified as having a special educational need because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. This will be age-related, with parents/carers having more of a role when the children are younger.

10 The arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

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, Inclusion Manager 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)

11 How the governing body involves other agencies, including health and social services, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body have engaged with the following:-

- A Service Level Agreement with Educational Psychology service
- Premium Membership to SPARK (the School Performance Alliance Richmond and Kingston)
- Link to the Disabled Children's Service for support to families for some pupils with high needs
- Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice
- Ability to make ad hoc requests for advice from the Education Inclusion Service

12 The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32 (Parent Partnership Services)

Parent carer forums are local groups of parents and carers of children and young people with disabilities who work alongside local authorities, education, health and other service providers to ensure the services they plan, commission, deliver and monitor, meet the needs of children and families. They also offer support and advice to families from a parent point of view.

SEND Family Voices (SFV) provides this service for Kingston and Richmond.

Phone 07469 746145

Email SEnDFamilyVoices@outlook.com

Website www.sendfamilyvoices.org

13 The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living

At CCNM we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

We also contribute information to a pupil's onward destination by providing information to the next setting.

14 Information on where the local authority's local offer is published.

The local authority's local offer is published on their website and parents without internet access should make an appointment with the SENCO for support to gain the information they require.

We will publish information on our website about the implementation of the policy for pupils with SEN. The information published 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