



Special Educational Needs and Disability Policy

TL10

Success Criteria:

Context/Aim: Christ the King Primary School recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. We have a responsibility to provide and set suitable learning challenges in response to children's diverse needs. We acknowledge that children may have additional needs either throughout, or at any time during their school career. We are committed to giving all our children every opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background. We promote the values of our Mission Statement in all aspects of our SEND provision

Monitoring Procedures:

By Whom: SENCO	When: Every year	How: Updating policy to take into account new legislation
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Evaluation:

By Whom: Teaching and Learning Committee	When: Annually	How: Minutes of meetings	
Version	Approved	Review Date	Additional Information
Version 1	March 2019	Sept 2020	-

Key Personnel

Head teacher:	Overall responsibility
SENCO:	Delegated responsibility

Vision Statement:

Christ the King RC Primary is a caring school that encourages all pupils to be ambitious in their attitude, to be inspired by the world and people around them, and resilient in the face of challenge.

National Policies and guidelines

Document Title and date:

SEND Code of Practice 2014

Other CTK Policies that relate to this Policy:

- Admissions Policy
- Supporting Pupils at School with Medical Conditions
- Schools Special Needs Information Report
- Wiltshire LA Local Offer
- Inclusion Policy
- Mission Statement
- Child Protection Policy

Special Educational Needs and Disability Policy

Introduction

Christ the King Roman Catholic Primary School has a named Special Educational Needs and Disability Coordinator (SENDCO), Alexa Clarke, who also the Resource Base Manager and a named Governor, Kerry Walters, responsible for SEND. They ensure that the Christ the King Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies within the school.

Christ the King Primary School recognises every child's right to a broad and balanced education, which gives them the opportunity to realise their full potential and achieve success. We have a responsibility to provide and set suitable learning challenges in response to children's diverse needs. We acknowledge that children may have additional needs either throughout, or at any time during their school career. We are committed to giving all our children every opportunity to achieve the highest of standards, regardless of their age, gender, ethnicity, attainment or background. We promote the values of our Mission Statement in all aspects of our SEND provision.

At Christ the King we are fortunate to have a specialist Resource Base for children with communication and interaction needs and/or autism. Children placed in the Resource Base are full members of our school community and there are many opportunities for inclusion in all aspects of our school life.

This Policy Links to our Child Protection Policy:

In our school we believe that our work should reflect our Mission Statement. The health, safety and well-being of all our children are of paramount importance to all adults who work in our community. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school and to be respected. The atmosphere is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. Our teaching of personal, social and health education and citizenship, as part of the RE programme and National Curriculum helps to develop appropriate attitudes in our children and makes them aware of the impact of their decisions on others. We also teach how to recognise different risks in different situations, and how to behave in response to them.

We do our very best to provide special educational provision for pupils who are identified with special educational needs and disabilities (SEND), that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the individual needs of all children with SEND.

What are special educational and disability needs?

A child or young person has SEND if he or she has a difficulty which calls for SEND provision to be made for him or her. A learning difficulty or disability 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. This can include educational, health or social care provision.

We believe in creating an inclusive, safe, caring, challenging and enjoyable community in which all are given an equal opportunity to develop spiritually, academically, emotionally and socially.

This SEND policy details how, at Christ the King, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs or a disability and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils, enabling them to join in all school activities together with their peers.

Equal Opportunities and Inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multiethnic society. We also measure and assess the impact of our provision regularly through meetings with our SEND coordinator and individual teachers to ensure all children have equal access to succeeding in all subjects.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- need a range of different teaching approaches and experiences

Teachers respond to children's needs by:

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

Aims and Objectives

The aims of this policy are:

- to work within the guidance provided in the SEND Code of Practice 2014
- to create an environment that meets the learning potential of children with SEND and enables them to engage in activities alongside pupils who do not have SEND
- to request, monitor and respond to parents'/carers' and pupils' views in order to evidence high level of partnership and confidence
- to make clear the expectations of all partners in the process

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for all pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals (please see our Medical Needs Policy).
- to identify the roles and responsibilities of all staff in providing for children's SEND
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnership with the Local Education Authority and other outside agencies, including health and social care, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

Identification, Assessment and Provision

Teachers are responsible and accountable for the progress and development of the pupils in their class. High quality teaching, differentiated for individual pupils is the first step in responding to pupils who have or may have SEND.

The purpose of identification and assessment is to work out what action we need to take to enable a child with SEND to make good progress. We will identify the needs of pupils by considering the needs of the whole child.

Provision for children with special educational needs and disability is a matter for the whole school. The governing body, the head teacher, the SENDCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's previous school years (including pre-school years). If the child already has an identified SEND, this information will be transferred from other partners in their Early Years setting or previous school and the class teacher and SENDCO will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment process to identify any learning difficulties.
- Ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of SEND of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arise from special educational needs. Outside support may be required to support the school in identifying where the child's needs lie.

The Role of The SENDCO and what Provision Looks like at Christ the King

The SENDCO's responsibilities include:

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-coordinating provision for children with SEND.
- Liaising with, supporting and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Coordinating and developing school based strategies for the identification, assessment and review of children with SEND.
- Making regular visits to classrooms to monitor the effectiveness of provision and progress of children.

Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is making less than expected progress. Additional interventions will be introduced to accelerate the child's progress. If the child continues to make less than expected progress then the class teacher, supported by the SENDCO, will consider whether the child has SEND. A full assessment will be undertaken to identify whether the child has 'significantly greater difficulty in learning' or whether they are underachieving for another reason.

The SEND Code of Practice: 0-25years (2014) identifies less than expected progress that:

Is significantly slower than that of their peers starting from the same baseline.

Fails to match or better the child's previous rate of progress.

Fails to close the attainment gap between the child and their peers.

Widens the attainment gap.

The SEND Code of Practice: 0-25years (2014) also states that this can include progress in areas other than attainment, for instance, where a pupil needs to make additional progress with wider development or social needs.

Once a child has been identified and assessed as having SENDs, through the use of GRSS they will be recorded as having SEN support. Once a child is recorded as having SEN support, the class teacher, supported by the SENDCO will work with the child and parents to identify the agreed outcomes sought for the child and what 'additional to' and 'different provision' the child will receive in order to meet these outcomes. This provision will be recorded on a provision plan for the child which will also identify short term targets for the child aimed to track progress. These targets will be monitored by the class teacher and teaching assistants within the class.

Partnership with Parents

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents hold key information and have the knowledge and experience to contribute to the shared view of the child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the special provision put in place and the review process.

The school website contains details of our policy for SEND, and our School Information Report. There you will also find a link to Wiltshire Local Offer.

At all stages of the special educational needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress. We inform the parents of any additional interventions and consult with them when we identify the need to involve outside specialists to support their child.

Parents always have access to the SENDCO, meetings can be easily set and times are set aside during the week for parent/SENDCO meetings. These meetings are in addition to any meetings with class teachers and outside agencies. Our school website has a dedicated section for SEND which includes relevant links for information and support.

The Nature of Intervention

The child's teacher, supported by the SENDCO, working with the child and parents will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialised equipment.
- Some group or individual support, which may involve small groups of children working outside the classroom with SENDCO, HLTA; or, with TA support.
- Staff development and training to increase staff knowledge and understanding of SENDs and to introduce them to a range of effective strategies which can be used to address a child's needs.

After initial discussions with the SENDCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any special provision in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to 3 meetings throughout an academic year with the class teacher.

The use of outside specialists

Where a child continues to make less than expected progress, despite support and interventions provided by the school, then we may consider that a referral to an outside specialist is needed.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

School Request for Education Health and Care Plans (EHCP)

Wiltshire Local Authority have adopted the term 'My Plan' for their Education, Health and Care Plans.

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

Previous individual educational plans and targets for the pupil.

Records of regular reviews and their outcomes.

Records of the child's health and medical history where appropriate.

National Curriculum attainment levels in literacy and numeracy.

Educational and other assessments, for example from an advisory specialist support teacher or Educational Psychologist.

Views of the parents.

For more information please go to our website where you will find a link to Wiltshire Local Offer.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP (My Plan) will be reviewed each term in addition to the statutory annual assessment. When this coincides with transfer to secondary school, the SENDCO from the secondary school will be informed of the outcome of the review.

Access to the Curriculum

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable all children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet SENDs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning. All staff have received training and this has resulted in members of staff planning lessons that incorporate activities to reach the needs of all children.

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. The majority of the children's time will be spent with their mainstream peers. However, if a child or small group of children need a targeted intervention which cannot be incorporated into the mainstream lesson then we will withdraw individuals or groups. All our interventions are time-limited and we monitor how much time children spend out of mainstream lessons to ensure they have access to a broad and balanced curriculum and learn alongside their peers.

Supporting Pupils at School 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 may also have SEND and may have an Educational Health Care Plan (My 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.

You can find the school's Supporting Pupils at School with Medical Conditions policy on our school website.

Allocation of Resources

The SENDCO is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including provision for children with Educational Health Care Plans.

The Governing Body and the Head Teacher are responsible for deciding how the school will allocate funding to support the needs of children with SEND.

The allocation of this funding to children with SEND will be based upon individual needs and records will be kept of how this funding is allocated. The Governing Body will evaluate the effectiveness and efficiency of the allocation of funding in terms of pupil outcomes.

The Head Teacher and the SENDCO will decide how the funding allocated to support SEN is deployed.

The Head Teacher and the SENDCO meet annually to agree on how to use funds directly related to EHCPs.

[The Role of the Governing Body](#)

The Governing Body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

All pupils with SEND will be admitted to the school in line with the school's agreed admissions policy. The admissions policy is based on the agreed Diocesan & Wiltshire policy. We strive to be a fully inclusive school where all children will be treated according to their needs in line with the school's policy for equality of opportunity. No child will be denied admission because of their creed, race, physical ability or academic achievement.

Our Schools Admission Policy can be found on our school website.

[Monitoring and Evaluation](#)

The SENDCO monitors the progress and achievement of children with SEND in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. The SENDCO and the head teacher hold regular meetings to review the work of the school in this area. In addition, the SENDCO and the Governors' Learning Support subcommittee hold regular meetings.

[Specialist Facilities](#) [Resource Base \(RB\)](#)

We have specialist facilities for children with communication and interaction needs and/or autism. This is a regional resource and admits children who have speech and language disorders and/or autism who may live outside our school's catchment area.

Wiltshire Local Authority is responsible for referring children to the Resource Base. Children must have a statement of special educational needs/Education, Health and Care Plan, which identifies their primary area of need as speech and language.

The Resource Base is located in the Ark purpose built unit linked to the main school; it is a happy and supportive place in which children work. It is resourced to meet a full range of additional needs

The Resource Base is managed by Alexa Clarke, a specialist teacher. Mrs Anna Mackay-Smith is a speech and language therapist who works in the Ark 1.5 days per week. Mrs Clarke and Mrs Mackay-Smith work closely to develop and implement learning activities that meet the needs of each individual pupil. There is a team of Teaching Assistants who work with children in the Ark and support children from the Ark in their mainstream class when required.

To find out more about the Resource Base please follow the link below to our school website or feel free to contact us

<http://www.christtheking.wilts.sch.uk/About-Us/Resource-Base/>

Complaints Procedure:

If parents/carers have a complaint about the SEND provision for their child they should:

- Request a meeting to discuss their concerns with the class teacher
- if the situation is not resolved, a meeting will be arranged with SENDCO and class teacher
- if the situation remains unresolved, an appointment should be made with the head teacher
- if the situation is still unresolved, parents should follow the school's official complaints policy.

We will endeavour to act swiftly and to positively address the issue directly.

Other Relevant Policies of Interest

- [Admissions Policy](#)
- [Supporting Pupils at School with Medical Conditions](#)
- [Schools Special Needs Information Report](#)
- [Wiltshire LA Local Offer](#)
- [Inclusion Policy](#)
- [Mission Statement](#)
- [Child Protection Policy](#)

Abbreviations

SEND – Special Educational Needs and Disability

SENDCO – Special Educational Needs and Disability Coordinator

HLTA – Higher Level Teaching Assistant

EHCP – Educational Health and Care Plan

RB – Resource Base

LA – Local Authority