

# **Christ Church and Holy Trinity Primary Schools Special Educational Needs and Disability Policy October 2019**



## **Our Christian Vision**

**In the Parable of the Sower, Jesus Christ tells us that God is like a generous farmer and we are like the soil in which he plants his seeds. At Christ Church and Holy Trinity Schools, we are learning how to be good soil, so that we grow to love God, our neighbour and ourselves and thereby enable every member of our community to flourish. Each day, we endeavour to face up to all that challenges our growth, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world and to cultivate the virtues with which to produce an abundant harvest.**

## **Our Mission**

**Christ Church & Holy Trinity Schools are dedicated to providing a nurturing environment in which all children have the opportunity to reach their maximum academic and social potential. Excellent teaching, learning and relationships are at the heart of our schools.**

## **Aims for our SEND Provision**

**"To create a school environment in which all children are included, valued and challenged, whilst having full access to all aspects of the curriculum."**

## **Objectives of the Policy**

- To distil what it is that we do to ensure that the needs of all our learners are met very effectively.
- To describe ways in which we identify and assess special needs and then plan for these issues to be addressed.
- To identify the roles and responsibilities of staff in providing for children with additional needs.
- Describe ways in which we plan for children to have full access to the Curriculum as appropriate.
- To explain ways in which parents can be actively involved in their child's learning and support them at home.
- To ensure that children have opportunities to play an active role in their own learning and reflect on their own learning.

## **Meeting the needs of our children**

We aim to offer excellence and quality and appropriate learning experiences for all our children whatever their ability or needs. We have very high expectations for the achievement of all our children. The vast majority of all of the children's needs are met by the excellent provision that class teachers and teaching assistant support provides in normal classroom practice. All children's contributions to learning in the classroom are valued and children are taught to respect what others bring to the learning of all. The curriculum is very regularly reviewed and refined in order that it meets the needs of the children and motivates all learners.

We understand that the curriculum needs to take account of the following:

- Children have different educational needs and aspirations.
- Children require different strategies and learn in different ways.
- Children acquire, assimilate and communicate information at different rates.
- Children need a vast range of learning experiences and strategies in order to learn effectively.

Teachers in normal classroom provision respond to children's needs by:

- Plan to provide for children who need help with communication, language and literacy.
- Develop children's understanding of ideas and concepts through multi-sensory activities.
- Plan for all children to be fully involved in all activities through provision that involves individual, paired and group activities that make use of mixed ability and ability groupings where necessary.
- Have high expectations for children's engagement in learning and high standards of positive behaviour from all children.
- Support children's emotional development and ability to appropriately express their thoughts and feelings.

#### Definition of SEND

A child has Special Educational Needs or Disability if he or she has a learning difficulty or a disability that calls for special educational provision to be made.

Children may all have special needs in some aspect of learning during their time in Primary School.

Children have a learning difficulty if:

- They have significantly greater difficulty in learning than the majority of their peers.
- They have a disability which prevents or hinders them from making use of the educational facilities that are provided for their peers.

#### Identification and Assessment of SEN

- Many children who attend our school have attended an early years setting before beginning school and many have had their special needs assessed already. In these cases we can plan for their provision and access to the curriculum before they begin school.
- Our Phonics scheme of work is very detailed and systematic and the associated assessment process lead to early identification of possible delay in acquisition of reading and writing skills.
- Assessment of children reflects as far as possible their participation in the whole curriculum of the school.
- There are four broad areas that give an overview of the difficulties children may have, however a child's needs may cross on or more of the following areas:

\*Cognition and learning difficulties

- \*Communication and interaction difficulties
- \*Sensory, physical and medical needs
- \*Behavioural, emotional and social needs

#### The SEND Code of Practice

- We have a rigorous ongoing system of Assessment of Learning for all classes and all ages of the curriculum in the Early Years and the National Curriculum (*see Assessment Policy*). We aim to identify children who have additional needs that may require additional interventions very early.
- We consult the Department for Education SEND Code of Practice January 2015 for guidance for assessing and supporting children's special educational needs and are regularly audited to ensure that our measurements are accurate in relation to other schools.
- We run a Special Needs register that is updated termly by the SENCO identifying children who have additional needs.
- All children who are on the register have targets to achieve with some additional intervention or support over the coming term. By breaking down the existing levels of attainment into finely graded steps and targets we ensure that children experience success.
- These targets are assessed by class teachers termly in consultation with SENCO, TAs and any other adults involved in supporting their learning.
- Parents and carers contribute to this review of children's needs and the setting of new targets and this occurs with class teachers in the case of children who have additional needs in termly meetings and in the case of children with EHC Plans with the class teacher and SENCO.

#### Meeting the Needs of children with significantly different needs

We support children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. Wherever possible we do not withdraw children from the classroom situation. There are times though that children with very complex needs or delay may need targeted teaching in small groups or 1:1 out of the classroom.

Occasionally we take the decision to timetable children into other year groups to take the opportunity to do valuable learning at their own stage of need. This is always done very sensitively and with the agreement and understanding of the child and their parents.

Being very overt about discussing how we learn and that we do this in different ways means that children should feel confident about explaining why they follow a slightly different timetable to their peers.

#### **Facilities for SEN children**

- All teachers are experienced and trained to teach children with a range of different learning needs.
- We have a large number of very experienced and professional Special Needs Learning Support Assistants who are collegiate in their approach and who work as mentors for each other in developing their expertise.

- We have full disabled access to all areas of the school and teachers and assistants who are experienced in working with children with physical needs.

Our register of children with SEN and ability to cater for the needs of SEN children  
We have a long and very successful history of meeting the needs of many children with significant Special Educational Needs. This is due to our strong school commitment to Inclusion. We are proud of the way in which we have developed a very experienced teaching and support staff that are able to meet the needs of children with a whole range of different specific needs.

#### Development of ongoing quality provision for SEN

The SENCO is a member of the Senior Leadership Team and the role is given a very high status in the school. The SENCO attends SENCO Network Meetings and training in RBKC and the Bi-Borough. We ourselves often provide training for members of staff from other schools and contribute to Bi-Borough led training. We work in partnership with other schools on issues of good practice and policy.

#### Roles and Responsibility within the provision:

##### Head teacher

- The Head Teacher is ultimately responsible for ensuring that all children in the school with additional needs have their needs met. She delegates the day to day management of the school's SEN work to the SENCO.
- She champions the cause of children with special needs and ensures that there is an ethos of truly effective inclusion.

##### Deputy Head teacher

- The deputy head teacher performs all of the above in support of the head teacher.

##### SENCO

- The SENCO manages the day to day operation of the policy.
- Co-ordinates the provision for children with additional needs and makes decisions about how best to support pupils with the available resources.
- Supports and advises colleagues who teach and work with children with additional needs.
- Is responsible for the upkeep of records of SEN children including Annual Reviews of EHCPs and records of all related meetings and referrals to other agencies.
- Monitors the progress and achievement of children with additional needs in conjunction with the class teacher and SEN teacher.
- Is responsible for the upkeep of the SEN register termly.
- Contributes to the professional development of staff in this area and develops a shared understanding and approach to how we meet the needs of children.
- Attends Borough Meetings and training sessions for SENCOs.
- Reports to the governing body through the Achievement Committee on current SEN provision and practices.

- Acts as link with parents and carers of children with additional needs.
- Acts as the link with all other agencies that support our provision and with the SEN EHCP Coordinators from the Borough's SEN Department.
- This role is currently performed for 3 full days a week by a fully qualified class teacher who is a member of the Senior Leadership Team with many years teaching experience and she has achieved the NASENCO award at Roehampton University.

#### Special Needs Support Teacher

- Works in consultation with the SENCO to set her own timetable of support for children termly looking at how she can use her time most strategically in order to meet the children's current needs.
- She contributes to the assessment process of children who are on the SEN Register. She sets targets for children in consultation with the SENCO and class teachers.
- She plans for the effective teaching of children individually, in groups or in class support depending on the nature of children's needs.
- Supports and advises colleagues who teach and work with children with additional needs.
- Co-ordinates the SEN support volunteers and provides training and support for them.
- Contributes to the training of parents and carers in their support of their own children when appropriate.
- Meets with parents of the children that she supports at least termly.
- The SEN teacher is on the Upper Pay scale and works two days a week currently.

#### Volunteers

We are very lucky to have a large number of very experienced and dedicated volunteers. Their work is absolutely vital in the support of children who are struggling with the acquisition of reading and writing skills.

These volunteers have become more and more knowledgeable and their professionalism and competence in following school adopted strategies for support is impressive. They are all inducted and supported in their work by the SENCO, Special needs teacher and the class teachers.

#### Class teachers

- Have responsibility for the learning of all pupils in their class and the delivery of the Early Years or National Curriculum as appropriate.
- Ensuring curriculum coverage, continuity and progression for all pupils in their learning, including those who are more able or who have Special needs.
- Differentiating the curriculum and matching it to the pupil's needs by differentiating the task set, groupings of pupils and providing appropriate resources.
- Ensure that children have a sense of success in their learning and are very aware of their strengths and attributes leading them towards being independent learners.
- Work within the Code of Practice to develop targets for all children on the SEN register for their class. They will specify concerns, identify targets, plan strategies and record their progress towards these targets.

- Plan with their Teaching Assistants to meet the individual needs of children.
- Seek advice from the SENCO and other members of staff and outside agencies to help them to match their classroom provision to the specific needs of their pupils.
- Have clear knowledge and ownership of the needs of SEN children with EHCPs.

#### SEN TAs

- Liaise closely with class teacher and SENCO to plan for their children's needs effectively.

#### **Some of the roles when supporting a child or group of children will be:**

\*To clarify and explain instructions they have been given, including discussing Learning Objectives and Success Criteria.

\*To ensure that children can use the resources provided in class adequately and safely.

\*To assist children who have difficulties in displaying appropriate behaviours or learning attitude.

\*To motivate and encourage children.

\*To work alongside class teacher giving feedback orally or written on children's ability to access learning from one activity and engage in reflecting on children's next steps for learning.

\*To develop appropriate resources to support pupils.

\*Participate in the EHCP process and help to assess pupil's progress against specific targets.

\*Differentiate appropriately when needed from the teachers plan, feeding back to the teacher on their learning while being mindful of the teacher's time.

\*Feedback to teachers on any important information from other agencies about a child's learning or program.

\*Develop a positive relationship with children's parents/ carers.

#### Mid-Day Supervisors

- Supervisors should all be aware of the children in school and their individual needs. They treat the children in a consistent and positive way having very high expectations of their behaviour.
- They should work towards ensuring all children have appropriate play experiences at lunch and are encouraged to interact with their peers in appropriate ways.

#### Governing Body

- The Governors needs to ensure that the school is doing its best to meet the needs of all its pupils and is following procedures in the SEN Code of Practice.
- They have an SEN working party that monitors the school's procedures and ensures that the agreed SEN policy is followed.
- They also ensure that parents are kept up to date with what provision children are receiving.
- They monitor the number of children that we have on the SEN register and make decisions, alongside the SENCO and Head Teacher, about the

number of children it is appropriate for us to accept with an EHC Plan that name the school.

### Working with Parents

- We are well known in London for providing excellent inclusive support for children with significant Special Needs and therefore we are regularly named as the chosen school for children with an EHC Plan.
- The school works closely with parents in the support of those children with special educational needs. We encourage active partnership through an ongoing dialogue with parents. The home school agreement is central to this. Parents are the primary educators and it is vital that they feel consulted and empowered to support the achievement of their child especially when they have additional needs.
- All parents meet class teachers termly to discuss progress and those children who are cause for concern discuss their targets at this meeting. Children who are further up the Special Needs register have additional termly meetings with the SENCO to discuss their targets.
- Our expectation is that parents will support the work of the school in trying to ensure that children achieve their targets. This may take many forms and will be decided upon through discussion with class teachers, SEN teacher, SENCO and TAs as appropriate.

### Links with other agencies

We have very effective and strong links with a number of individuals and agencies that support our work.

### **Educational Psychologist**

\*The Educational Psychologist visits the school regularly to work with teachers and the SENCO on different levels of consultation and assessment for individuals who cause concern.

\*They can also work on consultations and assessments concerning groups or classes who cause concern. They can also support with organisational issues for the school.

\*All of this work is carried out according to the needs and priorities of the school through collaborative work with teachers.

\*Parents are involved in the consultation process wherever possible.

The Educational Psychologist offers training for staff and ongoing support and advice for the SENCO in her role.

### **Speech and Language Therapist (SALT)**

The Speech therapist is funded by the Health Service. The SALT works with children who have provision for speech and language therapy in their EHCPs. The Speech therapist sets targets for children on her caseload termly, meets regularly with SEN TAs and the SENCO as well as parents. The Speech therapist also offers training for staff and support and advice for the SENCO in her role.

### **Physiotherapist**

Physiotherapists work with pupils with physical difficulties resulting from illness, injury and disability.

Physiotherapists work with pupils to identify and improve their movement and function. They help promote pupils' health and wellbeing in particular the neuromuscular, musculoskeletal, cardiovascular and respiratory systems. They devise and review programs for pupils which we follow and support in school where we can.

### **Occupational Therapist**

The Occupational Psychologist works with children who have difficulties accessing the curriculum due to attention, fine or gross motor control difficulties. They review and set programs for children to follow to aid their development and access to learning. Children that they work with have been referred by the SENCO as a result of a need being referred to in their EHCP.

### **Early Help Family Support Worker**

Our school has a link practitioner from the Early Help Service. They can undertake casework with families identified as needing a programme of targeted and specialist support in areas such as parenting skills, behaviour and emotional problems and poor attendance.

### **Behaviour Intervention Team (TBAP)**

The outreach team support the school in working with individual children and groups of children who are in need of behaviour support. They are very experienced and provide excellent support to class teachers who are dealing with difficult behaviours displayed by children that are impacting on their own and other's access to the curriculum and self-esteem.

### **ACE Team**

This team check attendance in the school and is involved in visiting homes on the recommendation of the head teacher. Records are kept by the head teacher.

### **CAMHS**

Our CAMHS Early Intervention Schools Worker, Trainee Family Therapist and Social Worker therapist, accepts referrals from teachers and parents and works with children and members of children's families to prevent and relieve psychologically-based distress and to promote emotional well-being and personal development. CAMHS works in a confidential way and therapists carry out one off meetings or a series of sessions according to need.

### **Hearing Support and Vision Support Services**

These services provide support at school from qualified teachers for children with specific needs in the area of sensory impairment. This will include advice about suitable equipment, classroom practice, adaptation and differentiation of resources and training for teachers and teaching assistants.

### **Autism and Early Years Intervention Team**

The Specialist Service supports children and young people with an Autistic Spectrum Disorder (ASD). The team works in schools in order to fully include children with ASD

in mainstream settings and fulfill their learning potential and social communication skills. The service also offers support to schools and families for young children with SEN in the foundation stage in mainstream schools, along with private, voluntary and independent settings.

#### Transition for SEN children

- Transition to Secondary school needs to be carefully managed. In Year 4 parents of children with EHC Plans begin thinking about the kind of setting that they feel would be appropriate for their child. The Year 5 Annual Review is a time when parents discuss, often with their child's SEN EHCP Coordinator, the kind of school that they feel that they would like to apply for.
- The school supports the parent's decision making and research into schools in whatever way it can and actively seeks to make links with schools and SENCOs in Secondary settings that may be appropriate for our children.
- The school does not have any control in the decision making for a child transferring to Secondary but will support the parent/carer in finding an appropriate setting for the child.

**This policy will be reviewed every two years to incorporate new developments.**

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Signed: *Avis Hawkins*

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