



Christ Church and Holy Trinity Primary Schools Special Educational Needs and Disability Policy May 2021

Our Christian Vision

In the Parable of the Sower, Jesus 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 us, in order to see with our eyes, hear with our ears and understand with our hearts God's Good News for the world, and cultivate the virtues with which to produce an abundant harvest.

Our Mission Statement

Our 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

We therefore aim to ensure the following:

- **SEN and Disability Act and relevant Codes of Practice 2015 and guidance are implemented effectively across the school.**
- **Equality of opportunity for and to eliminate prejudice and discrimination against, children with special educational needs.**
- **Identification of a child's needs takes place at the earliest possible stage.**
- **Continually monitor the progress of all pupils, to identify needs as they arise and to provide support as early as possible.**
- **Provide full access to the curriculum through differentiated planning by class teachers, SENCo support staff and any outside professionals involved.**

- Provide specific input, matched to individual needs, in addition to differentiated classroom provision, for those pupils recorded as having SEND.
- Pupils with SEND are perceived positively by all members of the school community, and that SEN and inclusive provision is positively valued and accessed by staff and parents/carers.
- To involve parents/carers at every stage in plans to meet their child's additional needs and provide regular feedback on their child's progress and provide advice to support learning at home.
- Involve the children themselves in planning and in any decision making that affects them, share targets/goals.
- Liaise with outside agencies when the pupil's needs cannot be met by the school alone.

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.
- 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, LSAs and any other adults involved in supporting their learning.
- Parents, carers meet regularly with class teachers and SENCO to discuss progress.

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. 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 a strong 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's are members 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 are part of the Chelsea Deanery and work together to share good practice.

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.
- Is responsible for the upkeep of the SEN register.
- 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 practises.
- Acts as link with parents and carers of children with additional needs.
- Acts as the borough link with all other agencies that support our provision and with the SEN EHCP Coordinators.
- This role is currently performed for 3 full days a week by fully qualified class teachers who are both members of the Senior Leadership Team with many years teaching experience.

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 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.

- 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.
- Liaise with parents/carers regarding children's progress.
- Attend transition/handover meetings to next teacher or school.

SEN LSAs

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

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 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.
- The named governor meets regularly with SENCOs.

Working with Parents

- 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. 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 meetings and annual reviews with the SENCO to update outcomes.

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 LSAs 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.

Intervention Team Primary (ITP)

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.

Outreach Inclusion Teams

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 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 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.

Written May 2021 by Avis Hawkins

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

Policy written: June 2010/ Reviewed and updated May 2012/ Reviewed and updated January 2015/Reviewed and update October 2018/October 2019

Signed: *Avis Hawkins*

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Who reviewed this policy?	Avis Hawkins, Full Governing Body
Ratified by Governors	