

Christ Church C of E Primary School – Special Educational Needs & Disability Policy (SEND)



Date	Summer 2023
Review Date	Summer 2024
Designated Governor	C. Sharp

Senior leaders and staff have constructed an engaging curriculum that supports pupils, including those with special educational needs/disabilities (SEND), to develop their knowledge across a range of subject areas. Leaders place a high priority on pupils’ mental health and well-being.

Ofsted Feb 2023

Teachers and leaders are proactive in early identification of any additional needs and they liaise closely with external providers. When children enter Nursery, or join the school in Reception, WellComm assessments are carried out and identified needs quickly addressed. The proactive and knowledgeable SENDCO works closely with the children and families officer, and the pupil premium leader, to ensure that the high percentage of pupil premium pupils are well supported from the very start of their school life. Relationships and trust between school and families are a real strength. Consequently, home and school partnerships are strong. Phase leaders, class teachers and LSAs work closely with the SENDCO and other inclusion staff to ensure that the provision for every pupil with additional needs is robustly targeted and regularly reviewed with parents or carers.

QUALITY ASSURANCE REVIEW February 2023

What is SEND?

“A child or young person has SEND 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 or mainstream post-16 institutions”

Code of Practice 2015

Aims and Objectives

At Christ Church C of E we believe that:

- All children regardless of their learning difficulties or other disabilities, will have access to a broad, balanced, coherent and relevant curriculum, including the National Curriculum & EYFS;
- All teachers are teachers of SEND;
- To be included is to feel welcome, secure, stimulated and valued;
- Children and parents should be fully involved in their child’s education;
- All children should have equality of opportunity in all aspects of their education;
- All children should be given opportunities to meet their full potential;
- Children who experience barriers to their learning, will be supported and reasonable adjustments will be made to accommodate them;
- All children should have access to a differentiated, first hand curriculum which meets individual needs;

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- All children, staff, families and stakeholder should be part of the Christ Church CE Primary family and adapt our inclusive ethos.
- That children with SEND and/or a disability should not be treated less favourably;

Named Staff

The Executive Head Teacher	Wendy McCormack
The Head of School	Jane Bailey
SEND Coordinator (SENDSCO)	Charlene Skeels
SEND Team	Amelia Friswell and Trudie Ottiwell
SEND Governor	Christine Sharp

Implementing a Graduated Response Model

In accordance with the SEND Code of Practice we use a graduated approach to identifying, assessing and providing for children with SEND and we aim to identify children as early as possible. This approach recognises that there is a continuum of need and that in some cases external, specialist expertise maybe called upon to assist with the difficulties that a child may be experiencing.

Initial Concerns

Class teacher has a concern about a child. A log is kept and this evidence is shared with the SENDSCO after six weeks. If the concern still exists and evidence is thorough, the child will be placed at the initial concern stage on the register of additional need.

Band A

When a class teacher identifies that a pupil has an additional need, the class teacher provides wave 2 interventions additional to or different from those provided as part of the school's usual differentiated curriculum offer:

- The class teacher remains responsible for working with the child on a daily basis and for planning and delivering a differentiated curriculum. An IEP will be devised with smart targets. All targets should, be achievable in a half term. Class Teachers, the SENDSCO and SLT are responsible for deploying LSA support effectively to support the need.
- SENDSCO will take the lead in –
 - Any further assessment of the child;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

Band B

- SENDSCO and class teacher, in consultation with parents, ask for help from external agencies
- Class teacher and SENDSCO are provided with advice or support from outside specialists
- Additional or different strategies to those at School Action are put in place, wave 3 interventions. An IEP will continue to be used.
- SENDSCO should take the lead in
 - Ensuring advice given from external agencies is taken on and evidenced in the IEP;
 - Planning future interventions for the child in discussion with colleagues;
 - Monitoring and reviewing the action taken.

Band C (Band C – G + Special Band)

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In a small number of cases it may be appropriate for the LEA to provide additional support to meet the needs of SEND children through the statutory assessment process. This is called an Education, Health and Care Plan.

Quality First Teaching

At Christ Church we have identified a number of vulnerable populations, of which SEND is one. We strive to ensure that all of these groups of children reach their full potential and employ specific strategies to help them achieve and to remove the barriers to their learning shown below. We also pay due regard to the recommendations made in the Salford LA **Guidance for Practitioners** Documents (*see Appendix 1 & 2*).

Dyslexia Awareness

- Dyslexia Friendly (DF) Walkthroughs termly;
- All staff trained on DF approaches and practise;
- All Year 3 children and new arrivals screened;
- DF Resources available in Years 3-6
- Cream paper used for all purposes, including parental letters;
- School environment is DF;
- Information evening and assembly to raise awareness.
- Cursive font purchased

Cared For Children (CFC)

- Cared for Child (CFC) Policy;
- PEPS;
- Head Teacher Designated Person;
- Children and Families Officer in place;
- CFC Register;
- Welfare Forms completed by Class Teacher and Children and Families Officer for every review;
- SIMS & CPOMS Welfare Records;
- Families of concern on weekly staff meeting agenda.

SEND

- SENDCO in post; Lead ERP Teacher in The Acorn
- SEND Register & Provision Map;
- SEMH Resource in partner school;
- LSA's assigned to need, not classes;
- Children with SEND, are identified on Achievement for All Progress Grids termly and the same expectation as non-SEND pupils.
- Educational Psychologist Carla Tomlinson, SLA Silver Package (1 child per term)
- NHS Buy-In SALT screening for Reception cohorts, TALC interventions in place.
- WELLCOM in place in Nursery .

What is Quality First Teaching at Christ Church?

Vulnerable Children (VC)

- Executive Head Teacher is the DSL, Head of School and Children and Families are Deputy DSL
- Safeguarding Policy;
- Full time Children and Families Officer;
- Early Help Workers, THRIVE, Place 2Be, EWO, CAMHS working closely with school;
- Attendance Policy;
- Attendance Panel Meeting with Children and Families Officer and Education Welfare Officer;
- SIMS Welfare Records
- Place 2B Counselling service on site 2 days a week.

Medical

- Register of children with medical conditions;
- Asthma Policy/Boxes;
- Medical Conditions Policy;
- Liaison with School Nursing Team & Health Visitor Team;
- 14 First Aiders, Accident reporting system;
- Administering Medication reporting system.
- Care plans are completed for children who need additional care or medication.

English as an Additional & Second Language (EAL/ESL)

- Race, Equality & Cultural Diversity Policy;
- EMTAS support with initial assessments and on-going input;

Interventions and Resources to support children with SEND

Communication & Interaction (C&I)

- NHS Speech & Language Therapist in school half termly, SLA with NHS
- All Reception children TALC assessed; Buy in SALT Service half termly.
- Speech & Language referrals to NHS completed;
- Good relationship with Learning Support Service for ASC and social comms.
- Language rich learning environments;
- Visual prompts and scaffolds used
- Nursery Teacher trained in WELLCOM, LSAs deliver this intervention 2 x weekly. This is used to track Nursery cohort SALT.

Sensory/Physical Needs (S&P)

- Sensory room used consistently for pupils with identified needs;
- Nursery - Year 3 accessible to all pupils
- Disabled toilet and bathroom available;
- First hand learning experiences offered to all children;
- Multi-Sensory resources;
- Health and safety signs are reflective;
- Fire alarm sounds and lights flash;
- Ramp access to Office and Foyer.
- Staff in key year groups trained on diabetic and haemophilia careplans.

Social, Emotional and Mental Health

- The Acorn SEMH Resource – 6 place ERP
- Behaviour and Relationship Policy that focuses on positive and learning.
- Reinforcements and restorative practices are used to unpick presentation and difficulties;
- Pastoral Care is a whole school ethos;
- Place 2Be and Place 2 Talk on site 2 days a week;
- Silver Emotionally Friendly Schools Accredited in March 2023;
- CORDS being implemented in September 2023;
- CAMHS I-Reach and Play Therapist on site 0.5 days weekly, working 1-1 with children.
- Silver Accredited Emotionally Friendly Schools Award in 2023

Cognitive & Learning Needs (C&L)

- Interventions and quality first teaching strategies used;
- English, Maths and Vocabulary Pre and Post Teach groups
- Read, Write, Inc Phonic. Catch Up Phonics. Reading Leader tracks progress forensically;
- SEND differentiation in class, identified on planning;
- Multi-Sensory teaching strategies;
- Referrals to external agencies and for statutory assessment
- Dyslexia Friendly practise used in classrooms.
- Working relationship with LSS who support via referral with children with moderate and severe learning needs.
- GL Dyslexia Screener used for all Pupils in Year 3.

How is SEND supported at Christ Church?

Commitment to effective staff deployment. LSA's deployed to support in class and interventions

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Specific Resources currently available to support children with SEND

- 13 LSA's, 5 of which support SEND need;
- Place 2B Counselling Service on site 2 days per week; 12 1-1 weekly counselling slots available and Place 2 Talk Drop in sessions offered on a self-referral basis.
- Dyslexia Friendly Screener (GL) and resources available in Year 3 to 6;
- Access, assessments and reviews with EP, ACE, PIT, SALT (Buy in and NHS), LSS and VI & HI teams;
- Interventions used include Speech and Language TALC, RWI and WellComm. We also offer a number of therapeutic interventions including Managing Emotions and Raising Self Esteem and Self Confidence, alongside outdoor interventions such as Where The Wild Things Are (ERP) and Fishing (Year 5)

Transition

For pupils who have an ECHP, preparation for transition and an annual transition review will be held every year and as children move from Phase to Phase.

Phases are organised as follows:

- Early Years – Nursery, Reception & Year 1 & 2 (Assistant Headteacher – Nicole Anderton)
- Year 3, 4, 5 & 6 (Assistant Headteacher - Mrs Vicky Magee , Years 5 and 6 (Phase Leader – Mrs Angela Bleasdale)

Role of the SENDCO

- Overseeing the day-to-day operation of the school's SEND policy;
- Co-ordinating provision for children with SEND;
- Liaising with the relevant Designated Teacher where a looked after pupil has SEND ;
- Advising on the graduated approach to providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Liaising with parents of pupils with SEND;
- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- Being a key point of contact with external agencies, especially the local authority and its support services;
- Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned;
- Working with the Head of School, Executive Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements;
- Ensuring that the school keeps the records of all pupils with SEND up to date;
- Initiate and conduct annual statutory review meetings.

Continued Professional Development (CPD)

The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. The SLT are responsible for planning in at least 1 staff meeting related to SEND each academic year. This academic year we are focusing on Renewing Nurture Award and implementing CORDS (an intervention tracker using SDQs)

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School's Complaints Procedure

Please refer to the school's Complaints Policy.

Supplementary Information

Please refer to this policy alongside the following appendices:

- Admissions & Exclusions Policy
- Relationships and Behaviour Policy
- Inclusion Policy
- Safeguarding Policy
- Medical Conditions Policy
- Intimate Care Policy

Acronyms

SEND – Special Educational Needs and Disabilities

SENDCo – Special Educational Needs and Disabilities Coordinator

SLT – Senior Leadership Team

LSA – Learning Support Assistant

EP – Educational Psychologist

LSS – Learning Support Service

SALT – Speech and Language Therapist

PIT – Primary Inclusion Team

VI – Visual Impairment

HI – Hearing Impairment

ACE – Autism Communication Education

TALC – Test of Abstract Language and Comprehension

RWI – Read, Write, Inc Phonics

EMTAS – Ethnic Minority Traveller and Achievement Service

ERP – Enhanced Resource Provision