



Carnforth Christ Church C of E Primary School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

School Mission Statement

Carnforth Christ Church C of E Primary School is a vibrant, stimulating and caring educational community which exists to celebrate the uniqueness of every person, made as they are in the image and likeness of God.

Introduction

The school's Special Educational Needs Co-ordinator, SENDCo, is Mrs Clare Thomson with support from Mrs Catherine Prince (Headteacher) and Mr Paul Threlfall (SEND Governor).

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This policy explains how Carnforth Christ Church School makes provision for pupils with SEND, in line with the school ethos and with current legislative requirements (SEND Code of Practice 2015, Equality Act 2010).

Definition of Special Educational Needs and Disabilities.

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.

These needs can be categorised into four broad areas that may create barriers to learning:

- communication and interaction;
- cognition and learning;
- social, emotional and mental health difficulties;
- sensory and/or physical needs;

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of students of the same age; or
- has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Parents requiring further information about the provision for SEND in the school should, in the first instance, talk to their child's class teacher or contact the Special Educational Needs Coordinator (SENDCo).

The school's **SEND Information Report** provides much greater detail on the context of the school and the provision for children with SEND and should be read in conjunction with this policy. **The SEND Information Report is available from the school office and the school's website:**

<https://www.christchurch-carnforth.lancs.sch.uk>

Carnforth Christ Church C of E Primary School is a mainstream school. We believe that every teacher is a teacher of every child or young person, including those with SEND. If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Policy Aims

- Our school community aims to provide an education that develops all children to their full potential within a safe, happy and creative environment. We believe that people learn best in different ways. At our school, we provide a rich and varied learning environment that allows all children to develop their skills and abilities to their full potential.
- We aim to maintain a Christian ethos that encourages curiosity and life-long enthusiasm for learning and fosters mutual respect for people of all faiths and cultures.
- We are committed to meeting the special educational needs of pupils and ensuring that they make good progress and reach their full potential. This is achieved through targeted and focused provision with maximum impact, building confidence and self-esteem. We aim to raise the aspirations of and expectations for all pupils with additional or special educational needs.
- This policy aims to provide full access to the National Curriculum and to encourage success and participation for all pupils, whatever their level of ability.

Policy Objectives

In order to achieve these aims, we will:

- use our best endeavours to make sure that a child with SEND gets the support they need;
- ensure that students with SEND engage in activities alongside those students who do not have SEND;
- identify pupils with SEND as early as possible and to make appropriate intervention through using appropriate teaching methods;
- identify pupils of all ability who are underachieving, act upon this and support pupils to make optimum progress.
- provide a Special Educational Needs and Disabilities Co-ordinator (SENDCo) who will work with the SEND Policy;
- provide support and advice for all staff working with special educational needs pupils;
- develop partnerships with parents/carers in the education of their child and involve parents/carers and pupils in the review process;
- produce an annual SEND information report.

Identifying Special Educational Needs

The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils through the school's policy on Teaching and Learning;

It is really important that the school identifies pupils who experience difficulties accessing learning and general school life opportunities early. This is achieved through continual use of classroom observations and assessment of all pupils. Progress is tracked on a termly basis and where appropriate, more frequently than this. The SENDCo liaises closely with the Headteacher/Deputy Headteacher to analyse data and individually track pupils who are experiencing difficulties.

Class teachers discuss any concerns with the SENDCo and Headteacher/Deputy Headteacher. If further action is deemed necessary, then parents are informed immediately. All criteria for defining Special Educational Needs are in accordance with Lancashire Education Authority policy.

Despite appropriate, good quality teaching, intervention and differentiated learning experiences, considering the child's age and stage of development triggers for identification of a Special Educational Need could be:

- little or no progress made when teaching approaches/learning styles are particularly targeted to improve the child's identified area of need;
- working continues at levels significantly below those expected for a child of a similar age in certain areas of the Early Years Foundation Stage or in literacy and mathematics skills resulting in poor attainment in some framework or curriculum areas;
- communication or interaction difficulties which create barriers to learning and specific interventions are needed;
- social, emotional or mental health problems which are not improved by the techniques normally employed in the nurturing environment of the school; or
- sensory or physical problems create barriers to progress despite the provision of personal aids or specialist equipment.

If, following several weeks of additional support, the child continues to experience difficulties, the school may, with parental permission, seek the advice of external agencies such as an Educational Psychologist, Inclusion Services or Child and Family Well Being Service. Additionally, some children may receive support from our National Health Service colleagues e.g. Speech Therapy, Occupational Therapy, Child & Adolescent Mental Health Services etc. Any plans shared with the school by these agencies are carried out by staff within school in liaison with the appropriate agency.

Factors which are NOT SEND but may affect a child's progress and attainment are taken into consideration and adaptations are made accordingly. These may include:

- A disability under the Equality Act 2010 - all reasonable adjustments will be made in order that they can access the full curriculum.
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Persistent disruptive or withdrawn behaviour does not necessarily mean that a young person has SEND. Any concerns over a pupil's behaviour will be investigated on the premise that the behaviour

is an underlying response to a need. This may be a learning difficulty or another factor, as noted above. School staff will endeavour to recognise and quickly identify the reasons for the behaviour and take all reasonable steps to address the root cause.

The Graduated Approach to SEND Support: Assess - Plan - Do – Review

The key principles:

- all class teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. All children are included in all lessons through an ethos of Quality First Teaching which is adapted to respond to their strengths and needs, as set out in the Teachers' Standards (2012);
- high quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. However, despite this, some children need additional help to make progress in their learning;
- additional intervention and support cannot compensate for a lack of good quality teaching;
- pupils are only identified as SEND if they do not make adequate progress once they have been given good quality personalised teaching, access to adaptations and intervention;
- pupils who join school (either from an Early Years setting or another Primary School) with an already identified SEND, will be catered for in the same way as those identified by this school; and
- when planning work for children with Special Educational Needs, teachers give due regard to information and targets contained in the children's Individual Education Plan (IEP). Additionally, teachers modify teaching and learning as appropriate for children with disabilities.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents.

The pupil's views and, where relevant, advice from external support services, will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents. Parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEND.

Plan

Planning will involve consultation between the class teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.

Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class.

They will work closely with teaching assistants and/or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents. The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents and the pupil.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

SEND Provision and Access to the Curriculum

This can be carried out in a variety of ways that support the child including:

- Differentiated learning materials, equipment and/or teaching approach to suit the child's learning style.
- In class support from Teaching Assistants.
- Individual, paired and group work using a multisensory approach.
- Working with external agencies and specialists.

Links with Other Schools and Agencies

The school works in partnership with the other schools in the local area through the Local School's Network. This provides information and enables the schools to build up a bank of joint resources and share advice, training, development activities and expertise. Carnforth Christ Church C of E Primary School also seeks advice and support from external agencies including:

- Lancashire Educational Psychology Service
- Inclusion Services (Specialist Teacher Service)
- Speech and Language Services

- Stepping Stones
- Child and Family Well Being Service
- CAMHS (Child and Adolescent Mental Health Services)

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process (referred to as an Education, Health and Care Plan (EHCP)) which is usually requested by the school, but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an EHCP will be taken at a progress review meeting.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health Professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or not the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

For further information about EHCPs in Lancashire, please refer to the following website:

<http://new.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/education-health-and-care-plans/what-is-an-education-health-and-care-plan.aspx>

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil.

Annual Reviews

The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support. Annual reviews are carried out in accordance with the SEND Code of Practice (COP). At Carnforth Christ Church C of E Primary, we use this time to bring together all the professionals involved, to consider the progress

the pupil has made over the previous 12 months and whether any amendments need to be made to the description of the pupil's needs or the provision in the EHC Plan.

The child's view is considered prior to the meeting. A review meeting might recommend amendments to the EHC Plan if:

- Significant new evidence has emerged which is not recorded on the statement.
- Significant needs recorded on the statement are no longer present.
- The provision should be amended to meet the child's changing needs and the targets specified at the review meeting.
- The child should change schools, either at the point of transfer between phases or when a child's needs would be appropriately met in a different setting.

For pupils in Year 5, the annual review is used as a means of declaring the secondary phase provision required.

During the annual review, we record the views of any people involved with the child. The evidence received, and comments on the evidence, together with an account of the review meeting, form the basis of the report.

Conducting SEND Review Meetings

SEND review meetings are held on a termly basis, with feedback given to parents at Parent's Evening and with End of Year Reports. At the review meeting, the pupil's progress towards meeting the targets set are discussed and new targets identified. The meeting should consider the following questions:

- What are the pupil's current levels of attainment relating to Individual Education Plan (IEP) targets?
- What progress has the pupil made towards meeting the overall objectives set out in the IEP or EHC Plan?
- What are the parents'/carers' views of the pupil's progress?
- What are the pupil's views of their progress?
- Is the current provision appropriate to the pupil's needs?
- What targets should be set?
- Have there been any significant changes to the pupil's circumstances?
- Have there been any significant changes in the pupil's Special Educational Needs and therefore do they need to move within the graduated stage?
- How will the pupil's progress be assessed?
- Are there any particular strategies that have led to improvement?
- Are there any particular requirements to promote inclusion?
- What are the pupil's current levels of attainment in literacy and numeracy?
- What progress has the pupil made over the past year, especially in relation to each SEND target?
- Are any amendments to the EHC Plan necessary?
- Should the LA recommend ceasing or maintaining the EHC Plan?
- If a parent/carer is unable to attend the review, how and when will the outcome of the meeting be conveyed to them?

Close attention is paid to the SEND Code of Practice and to Section 9 of the SEN Toolkit. A decision is made as to whether to continue the intervention, to swap to a new intervention, or to allow a period of consolidation in class. The SENDCo monitors interventions to identify 'what works'. Where it is clearly evidenced and deemed that a pupil has made significant progress, enough to close the attainment gap between the child and their peers, in line with age appropriate expectations, the child will be removed from the SEND register.

Supporting Pupils and Families

Lancashire Authority's Local Offer can be found on the school website. This policy forms part of the school's SEND Information Report. The school is committed to working closely with parents in an effort to share concerns at an early stage, as well as reflect on and share successes.

Carnforth Christ Church C of E Primary School believes that a close working relationship with parents is vital in order to ensure:

- a) Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- b) Continuing social and academic progress of children with SEND.
- c) Personal and academic targets are set and met. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs.

The SENDCo may also signpost parents of pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be adequately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an Educational Health Care Plan (EHC) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practise (2015) is followed.

The school's policy for supporting pupils with medical needs can be found on the school website.

Admission Arrangements

Please refer to the information contained on our School website and in the Admissions policy.

The Governing Body operates the Local Education Authority Admissions procedures, which do not indicate special needs as criteria for entry. This is in accordance with National Legislation including the Equalities Act 2010

Facilities

The main entrance to the school is accessible for wheel chairs along with the entrance hall, hall, computer suite, library and junior classrooms. Stairs lead from the hall to the infant section; however wheel chair access is available externally through two doors leading to Reception/Year 1 and Year 2 classrooms. All internal doorways and entrances to rooms and toilets are fully wheel chair accessible. Furniture is modern and of a suitable height for different age ranges. The school has ICT programs to support children with SEND. Each classroom has a computer and interactive whiteboard. Other computers are available outside the classroom as well as mobile ICT (laptops, iPads).

Responsibilities and arrangements for SEND provision

Governing Body

The SEND Governor will support the school by ensuring that the Governing Body fulfils their statutory obligations.

The Governors have appointed the Headteacher as the school's 'responsible person'. The Headteacher ensures that pupils' Special Educational Needs are made known to all who are likely to teach them and will make sure that teachers are aware of the importance of identifying and providing for children who have SEND. The Governors co-operate with the Headteacher to establish the appropriate staffing and funding arrangements, maintain a general oversight of the school's work and report annually on this policy.

Headteacher

The Headteacher has a responsibility for the day to day management of all aspects of the school's work, including the provision for children with SEND. The Headteacher will keep the Governing Body fully informed and work closely with the school's SEND Co-ordinator.

SENDCo will:

- take a strategic role in developing, monitoring and reviewing the SEND Policy and the School Offer;
- oversee the identification of children needing intervention through SEND Provision, Provision Plan or EHC plan;
- work with and advise colleagues;
- co-ordinate the teaching provided for children with SEND;
- oversee the records on all children with SEND;

- work in partnership with parents of SEND children;
- involve the child with SEND in the target setting and review process;
- support the in-service training of all staff;
- work with external agencies;
- liaise with local primary and secondary schools to enable smooth transition for children with SEND;
- liaise with the governor responsible for SEND;
- review the quality of provision and work with practitioners to ensure children have access to suitable challenges.

Class Teacher

Class teachers will be fully aware of the school's procedures for identifying, assessing and making provision for pupils with SEND. The planning for and delivery of the Individual Educational Plan (IEP), is the responsibility of the class teacher. Overall responsibility for pupil progress remains with the class teacher. All children are expected to make good progress against their starting point.

Children

Pupil participation is the goal for all children and they will become progressively more involved in setting and evaluating targets within the SEND process. Children's views will be sought and recorded as part of the review meeting.

Parents

All parents of children with Special Educational Needs are treated as partners. Parents will be consulted about all action taken by the school. Individual Education Plans will be shared termly with parents and their views on progress will be recorded at review meetings.

Continued Professional Development

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

The SENDCo attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train all our staff on SEND issues and use funding available to support this professional development.

The SENDCo, with the Headteacher, ensures that:

- The SENDCo will keep abreast of current research and strategies for SEND.
- The SENDCo will be supported to enhance their knowledge, skills and abilities as the opportunities become available through courses and the support of other professionals.
- The SENDCo will disseminate knowledge or skills gained, through staff meetings, whole school INSET or consultation with individual members of staff.

External agencies may from time to time be invited into school to take part in INSET.

Storing and Managing Information

The following records are kept:

- Special Educational Needs Register – The SENDCo uses this to have an overall picture of the children and their progress.
- Individual Education Plans (IEPs) – These are written and shared with parents and children and they explain what the targets are and how the targets are to be achieved.
- Individual Education Plan Reviews – These are completed at the review meetings. They are a record of the impact provision and teaching approaches have had on the learning and progress.
- Education and Health Care Plans – This paperwork is issued after a request for statutory assessment has been successful. These plans must be reviewed annually with the child and parent/carer at the heart of the meeting. Everything that is discussed at the review meetings is summarised and sent to parents.
- Outside Agency Reports/Notes – these are used to support recommendations for support and may contain recommendations for targets to be used in updating Individual Education Plans.

All records containing sensitive records relating to the Special Educational Needs or disabilities of pupils in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use. The same confidential and secure approach applies to information shared with outside agencies by telephone, email or letter.

Complaints

Should a parent or carer have a concern about the provision made for their child, they should, in the first instance, discuss this with the class teacher. If the issue continues, a meeting should be arranged with the SENDCo, class teacher and the parent to review the issue and work towards a suitable resolution.

If a parent or carer has any concerns regarding the care and welfare of their child, or a concern has not been satisfactorily dealt with, an appointment can be made with the Headteacher who will be able to advise on the formal procedures for complaint.

Bullying

Bullying is taken very seriously at Carnforth Christ Church School and therefore, this policy links closely with the school's Anti-Bullying Policy which can be found on the school website.

Reviewing the policy

This policy will be formally reviewed three yearly. The process of review will involve the SENDCo, the SEND Governor, the Chair of Governors and the Headteacher. Review of the policy will consider:

- the progress made by students with SEND at the school;
- the success of the school at including students with SEND;
- any recommendations from Ofsted or the LA about improving practice;
- any factual changes, such as names of personnel.

Policy Revised February 2020

To be reviewed February 2023
Mrs Clare Thomson, SENDCo

Acronyms

SEND: Special Educational Needs and Disabilities

COP: Code of Practice

IEP: Individual Education Plan

IBP: Individual Behaviour Plan

SENDCo: Special Educational Needs and Disabilities Coordinator

SATs: Standard Assessment Tests