



Definitions of special educational needs (SEND) taken from Section 20 of the Children and Families Act 2014.

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 them. A child of compulsory school age, or a young person, has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

New legislation (The Children and Families Act 2014) came into force from 1st September 2014. A new SEND Code of Practice also accompanies this legislation. Further details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have been replaced with a new Education, Health and Care Plan (EHCP). All children who previously had Statements have now had them transferred to EHCPs. We are committed to promoting an inclusive education, recognising that God made us all in his image with different talents and abilities, and through working together, we will enable our children to achieve their fullest potential. We are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.

Aims

We aim to provide every child with access to a broad and balanced curriculum, ensuring high aspirations and expectations.

We aim to provide an education that enables all children to achieve their best and remove any possible barriers to learning.

This policy also informs the Special Needs Information Report, which can be accessed through the school web site. The aim of the SEND Information Report is to show parents what the school provides for children with SEND.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as soon as possible.** This is most effectively done by gathering information from parents, education, health and care services and Early Year's settings prior to the child's entry to school.
- **Monitor the progress of all pupils.** This will enable early identification of children with SEND. Continuous monitoring of those children with SEND, by their class teachers, will help to ensure that they are able to reach their full potential.
- **Make appropriate provision to overcome all barriers to learning and ensure all children with SEND have access to the National Curriculum.** This will be co-ordinated by the Head Teacher and the Special Educational Needs Co-ordinator (SENDCO) and will be carefully monitored and regularly reviewed so all children's needs are being catered for.
- **Work with parents** to gain a better understanding of their child and involve them in all stages of their child's education. This includes providing regular feedback on their child's progress as well as supporting them in understanding SEND procedures and practices.
- **Work alongside outside agencies** when the child's needs cannot be met by the school alone. Some of these services include: Social, Emotional, Mental Health & Learning (SEMHL), Educational Psychology Service, Speech and Language Therapy Service and our private school speech therapist. Autism specialist teacher, Sensory Support Service, Time For You counselling service and Children and Adult Mental Health Service (CAMHS)
- **Create a school environment where children contribute to their own learning.** This means encouraging relationships with adults and peers where children feel safe to voice their opinions about their own needs. Pupil participation is actively encouraged and children are supported to take ownership of their learning. We encourage this through the introduction of Pupil Voice, which the pupils complete.

Identification

Special educational needs and provision can be considered as falling under four broad areas by identifying children with difficulties in:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Behavioural difficulties do not necessarily mean that a child has SEND and will not automatically lead to being registered as having SEND.

A graduated approach to supporting children who have Special Educational Needs

Quality First Teaching

- a) The child's class teacher will provide differentiated learning opportunities that will support the pupil's academic progress and enable the teacher to better understand the provision and teaching style that needs to be used.
- b) Any pupils who are falling significantly below the expected level for their age will be closely monitored.
- c) The SENDCO may be consulted for support or advice.
- d) Parents will be informed and the concerns shared. Parent Consultations and Parent meetings will be arranged as required. Parents can also initiate this process by requesting a meeting to share their concerns.

SEN Support

Where it is agreed that a child has SEND, parents will be formally advised of this and the child's name will be placed on the special needs register. The support provided in school consists of a four-part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle where provision is refined and revised based on the progress made and the outcomes achieved.

Assess – this involves analysing the pupil's needs using the class teacher's assessment, details of previous and current progress, comparison with peers as well as the views of parents. The child's views, and where relevant, advice from external agencies will also be considered.

Plan – Planning will involve consultation between the parents, class teacher and SENDCO to agree interventions and support required. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home. All teachers and teaching assistants working with the child will be made aware of individual needs, any particular teaching strategies/approaches that are being used to ensure successful outcomes.

Do – The class teacher remains responsible for working with the child on a day-to-day basis. They will work closely with the teaching assistant to plan, deliver and assess the impact of interventions. Additional support and advice can be given by the SENDCO.

Review – Reviews of the child's progress will be made each term, or sooner if required. The review process will evaluate the impact of the support given. It will take account of the views of the child and parents. In consultation, a new plan will be agreed upon. It is at this point that a child may be removed from the special needs register if all targets have been successfully achieved.

Referral for an Education, Health and Care Plan (EHC)

If a child has a lifelong difficulty or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a

parent. This will occur where the complexity of need, or lack of clarity around the needs of the child, are such that a multi-agency approach to assessing that need is required.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review meeting. A 'family conversation' will take place and the necessary procedures will be undertaken by the SENCO. Parents have the right to appeal if the decision is not to initiate a statutory assessment leading to an EHC Plan.

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

- Parents
- Teachers
- SENCO
- External agencies
- Social Care
- Health professionals

Information will be gathered, the appropriate referral forms completed and submitted to Coventry Local Authority for consideration.

Further information about EHC Plans can be found via the SEND Local Offer:

www.coventry.gov.uk/sendlocaloffer

Once an EHC Plan has been agreed, it will be kept as part of the child's formal record and it will be reviewed at least annually by staff, parents and child. The annual review enables provision for the child to be evaluated and, where appropriate, for changes to be put in place.

Access to the Curriculum

Teachers are responsible and accountable for the progress and development of the children in their class, including when children need support from teaching assistants or outside agencies. Teachers plan and teach lessons of a high quality that encompass all children with different needs, ensuring the necessary differentiation in questioning, activity and outcome. Appropriate multi-sensory resources are provided e.g. vocabulary/sound cards, writing frames, numeracy resources etc. to enable all children to access the curriculum, in order to achieve the best possible outcome. Teaching assistants will plan and deliver high quality interventions, with support from the SENDCO and outside agencies, if required, to enable children to achieve the best possible outcomes.

Regular training and learning opportunities for staff, on the subject of SEND and SEND teaching, are provided both in school and across the network of schools in our partnership.

The Head Teacher, Governors and SENDCO oversee the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

Roles and responsibilities

The overall responsibility, and implementation, of the Special Educational Needs and Disabilities Policy lies with the Head Teacher and School Governors. The Governors employ the Special Educational Needs Co-ordinator (SENDCO), to ensure the school upholds its duty of care to the children with Special Educational Needs and Disabilities in line with the Children and Families Act 2014 and the new Code of Practice 2014. The SENDCO must be a qualified teacher working at the school and newly appointed SENDCO's must achieve a National Award in SEND Coordination within 3 years of appointment.

The Headteacher is :	Mr Peter Burke
The School SEN Co-ordinator is:	Mrs Sue Horrocks
Governor SEN lead is:	Mr James Jennette

The SENDCO is responsible for:

Ensuring SEND pupils have access to first quality lessons that are differentiated appropriately.

Monitoring provision across the school and ensuring interventions are clearly set out in a Provision Map.

Ensuring that resources are available to support TAs with the delivery of interventions

Leading parent consultations in liaison with teachers

The organisation and management of Annual Reviews

Submitting requests for Statutory requirements such as EHCP applications

Updating the SEND register; maintaining records and reports and disseminating information

Making referrals to the appropriate agencies

Liaising with outside agencies

Teachers are responsible for:

Planning and delivering quality first teaching for all children

Planning interventions and overseeing the delivery and impact of them.

Attending parent consultation meetings and arranging SEND review meetings

Keeping parents up-to-date with children with SEND

Teaching Assistants are responsible for:

Planning (if appropriate) and delivering quality interventions, keeping notes up-to-date, liaising with the class teacher and setting next steps for children with reference to the 'Small Steps' or P scales as appropriate.

Equal Opportunities

This SEND Policy reflects the school's policy on equal opportunities in line with the Equality Act 2010. All pupils have an entitlement to learn, irrespective of gender, ethnicity, class, language or disability. All children are offered the same opportunities and are supported whenever necessary.

Assessment, Recording and Reporting

Children with SEND will be assessed in line with the current assessment procedures, including teacher assessment, using a small steps approach with reference to the P scales as appropriate. Reporting to parents will be through regular parent consultation meetings

held at least three times a year as part of the 'Assess, Plan, Do, Review' process. The child's views and wishes are also considered and recorded through 'Pupil Voice'.

Working in Partnership with Parents

At Christ the King Catholic Primary School we recognise the importance of discussing the needs of the child with parents as they know their child best. In each of the parent consultation meetings the graduated approach of the 'Assess, Plan, Do, and Review' process will enable parents to share their views, expectations and aspirations for their child.

The SEND information report, is frequently updated to ensure the school continues to set high expectations and aspirations for children with SEND to achieve the best possible outcomes and that all information is accessible to parents.

Links with other schools

The school works in partnership with other schools in the neighbourhood as well as the other schools within the HolyCross MAC. . This enables the schools to build a bank of joint resources and to share training, advice and expertise to benefit all children who have special educational needs or disabilities.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the class teacher, SENDCO, Deputy Head teacher or Head Teacher who will listen to your complaint and try to resolve any issues. If necessary, the Head Teacher will advise you on the formal procedures for complaint

Review history

Issue 01 Policy approved by Governors June 2015

Issue 02 Reviewed April 16

Issue 03 Reviewed April 17

Issue 04 Reviewed March 18

Issue 05 Reviewed March 19

Issue 06 Reviewed January 22