



Christ The King Federation

nos iter simul



St Francis and St Joseph's Catholic Primary Schools

Executive Headteacher: Mrs S. Ginzler-Maher

Special Educational Needs Policy

Jesus said 'Love one another as I have loved you'

St Francis School is a loving community, respecting every child and adult and caring for God's world, as we help each other to do our best and grow together in Christ.

"Through our loving God, we follow in the footsteps of St. Joseph who helps us to be gentle, caring and hardworking. As we learn together, we love, value and welcome everyone."

Each school is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share in this commitment.

Contents:

1. Compliance
2. Mission Statement, Aims and objectives
3. Identification of Special Educational Needs
4. Managing Pupil Needs on the SEND Register
5. Roles and Responsibilities
6. Storing and Managing Information
7. Accessibility
8. Dealing with complaints
9. Links and Appendices

Compliance:

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 - 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 - 25 (2014) (see Link 1 in appendix)
- Schools SEND Information Report Regulations (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEND_-_SEND_information.pdf and www.sendgateway.org.uk Illustrative Regulations as a guide for schools completing SEND Information Report (See as a guide for schools completing SEND Information Report)
- NASEN Key requirements for updating your school SEND Policy in line with SEND Code of Practice 2014
<http://www.nasen.org.uk/uploads/publications/329.pdf>

SENCo:

Both schools, working under the Christ the King Federation, have individually named SENCos who are responsible for the management of and provision for SEND. At St Joseph's school, the SENCo is Mrs Vicky Hull. At St Francis, the named SENCo is Mrs Julia O'Mullane.

The SENCos can be contacted via the respective school offices on 01245 321828 (St Joseph's) and 01621 856698 (St Francis)

Enquiries about an individual child's progress should be addressed at first to the class teacher since he or she is the person who knows the child best. In line with guidance from the SEND Code of Practice 2014: *'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.'*

Other enquiries can be addressed to Vicky Hull SENCo(St Joseph's) or to Mrs Julia O'Mullane SENCo and Inclusion Manager (St Francis)

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.

This Special Educational Needs policy details how, at Christ the King Federation Schools, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to identify and provide for those pupils with special educational needs, enabling them to join in all school activities together with pupils who do not have special educational needs.

This SEND policy is written to comply with the 2014 Children and Families Act and its SEND Code of Practice 2014, together with the Equality Act 2010.

Main changes from SEND Code of Practice September 2014:

- Statements of Education will no longer be issued by the Local Authority. Statements have been replaced by Education, Health and Care plans (EHC Plans) which can be used to support children from birth-25 years. These will be transferred on a rolling programme.
- School Action and School Action Plus have been replaced by one school based category of Need known as 'Special Education Needs Support' (SENS). All

children are closely monitored, and their progress tracked each term. Those at SENS are additionally tracked by the SENCo.

- There are four broad categories of SEND (Communication and interaction, cognition and learning, social, emotional and mental health, physical and sensory). Christ the King Federation schools have children in all of these categories of SEND.
- Parents/carers and children should be closely involved in the SEND process. This is in order to ensure that we all take into account the child's own views and aspirations in addition to the parents' experience of, and hopes for, their child. Parents are invited to be involved at every stage of planning and reviewing SEND provision for their child.

This policy should be read in conjunction with the Safeguarding Policy. At Christ the King Federation Schools we recognise that some children with Special Needs can be more vulnerable to abuse and exploitation.

The SEND Policy is available from our website, which also includes our Schools' SEND Information report and a link to Essex's Local Offer ([Link 2 in appendix](#)) for parents and children with SEND and disabilities.

Aims:

At Christ the King Federation School, we endeavour to raise aspirations and expectations for all children with SEND. Our schools provide a focus upon on outcomes for the pupils within our care, not simply hours of provision and support.

We have a commitment to ensuring that we do not identify pupils as having Special Educational Needs before we have offered 'High Quality Teaching. ('The Special Educational Needs and Disability Review - a statement is not enough', Ofsted, September 2010) **See Link 3**

High Quality Teaching: All pupils in our school benefit from this, it is the foundation of all teaching, assessment and intervention for all pupils. This aims to engage and support the learning of all children and young people in an inclusive and cohesive way, and places a strong focus in pupil participation in learning. (See Essex Provision Guidance Toolkit - **Link 5**)

Each teacher is a teacher of every child or young person, including those with Special Educational Needs.

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

It is imperative that all teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. (SEND Code of Practice, 2014)

At Christ the King Federation Schools, we aim 'to support the child or young person, and their parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.' (SEND Code of Practice Summary - NASEN, 2014)

Our school communities works together in order to create thriving, empowering learning environments in which every pupil reaches their full potential. We strive to meet the academic, social, and emotional needs of all pupils, regardless of any additional needs, demonstrating that every child in our school really does matter.

In providing for children with Special Educational Needs we aim:

- For each child to realise their full potential in a caring, supportive environment, which provides equal opportunities for all.
- To value all children equally, irrespective of ability, disability, race, gender or background and to give everyone access to the whole curriculum. All children have individual needs, many of which can be met within the normal environment of the classroom through a differentiated curriculum.
- To identify children with Special Educational Needs as early as possible, in order to support their physical, social, emotional or intellectual development.
- To provide high quality teaching, differentiated for individual pupils as the first response to children who may have SEND.

'Additional intervention and support cannot compensate for a lack of good quality teaching.' SEND Code of Practice 2014

- Ensure sure that there is a consistent, whole-school approach to the identification and provision for pupils with special needs throughout the school.
- To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- Monitor and evaluate the child's progress, providing the appropriate information and records as part of this process.
- Embrace inclusion for all pupils and ensure a policy of integration into all activities of the school.
- Comply with the 2014 SEND Code of Practice.

Objectives:

These objectives are written within the guidelines laid down in the **Special Educational Needs Code of Practice (2014)** [Link 1](#) and the **Special Educational Needs and Disability Regulations Clause 65 (2014)**. [Link 4](#)

- Identify and assess from an early age pupils who require SEND Support. 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 into the school.
- Provide full access to the National Curriculum at a level appropriate to pupil needs.

- Develop teaching strategies and the skills of staff in dealing with special needs through partnership in the classroom, liaison with outside agencies, and through provision on In-service training.
- Seek the views of the pupil and parents/carers in self-assessment, planning and target-setting using Pupil Passports.
- To work within the guidance provide in the SEND Code of Practice, 2014
- To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs Co-ordinator(SENCO) who will work with the SEND Inclusion Policy
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their 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 pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCo and Executive Headteacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are 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 supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include - Educational Psychology Service; Speech and Language Therapy; Specialist Teacher Service; Social, Emotional and Mental Health, Occupational Health and Physiotherapy.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals.
- To enable all children to participate in lessons fully and effectively
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.

Identification of Special Educational Needs

At Christ the King Federation Schools, it is our belief that all children have an equal right to an extensive education, which will enable them to achieve their full potential. We value the abilities and achievements of our pupils and are committed to discovering and providing the best learning conditions for each pupil, promoting development in understanding and social maturity alongside their peers wherever possible so all children can flourish and feel safe.

Provision for children with Special Educational Needs is a responsibility of the whole school. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is '*additional to and different from*' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014). The National Curriculum requires that all children have access to a broad and balanced curriculum.

The SEND Code of Practice 2014 refers to four different types of special educational need;

- Communication and interaction (e.g. *Autistic Spectrum and language disorders*)
- Cognition and learning (e.g. *Dyslexia, dyspraxia and dyscalculia; moderate learning difficulties, global/developmental delay*)
- Social, mental and emotional health (e.g. *ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties*)
- Sensory and/or physical (e.g. *Hearing impaired, physical disability*)

Gifted underachievers are not highlighted in the SEND Code of Practice 2014, however our school is committed to ensuring their academic achievements are commensurate with their ability. The school also works to ensure that higher ability pupils reach their full potential.

Some children may not be identified as having a special educational need but may have other factors that impact upon their progress and attainment and, as a school, we are committed to supporting all vulnerable groups.

- Disability (the SEND Code of Practice 2014 outlines the "*reasonable adjustment*" duty for all settings and schools provided under current Disability Equality legislation - these alone do not constitute SEND)
- Attendance and Punctuality

- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman
- The identification of behaviour as a need is no longer an acceptable way of describing SEND (SEND Code of Practice 2014).

Any concerns relating to a pupils' behaviour will be described as *an underlying response to a specific need*. Changes to or difficulties with behaviour, will be identified by the child's Class Teacher in the first instance as they know the child well. Concerns will be discussed with the SENCo and/or Headteacher as appropriate, in determining the underlying need and development of strategies for support.

At Christ the King Federation Schools, we work to identify the needs of our pupils by fully considering the needs of the whole child and not simply the Special Educational Need of the child.

The school will assess each child's level of attainment upon entry in order to ensure that they will build up on the patterns of learning and experience already established during the child's pre-school years. If the child has already been identified as having a Special Educational Need, this information will be transferred to the Class Teacher and SENCo in order for appropriate support to be provided. The child's achievements will be monitored in order to plan for the next steps of the child's learning.

Children with SEND are identified by one of three assessment routes all of which are part of the overall approach to monitoring progress of all pupils:

1. The progress of every child is regularly monitored and discussed during termly pupil progress meetings. Where children are identified as not making progress despite being in receipt of *High Quality Teaching*, they are discussed with the Headteacher and SENCo, then a plan of action is agreed.

2. Class teachers are continually aware of children's learning. The schools' systems for regularly observing, assessing and recording the progress of **all** children are used to identify children who are not progressing satisfactorily and who may have additional needs.

The school systems include reference to information provided by:

- Baseline assessment results
- Target Tracker
- Standardised screening and assessment tools
- An existing EHCP (Education and Health Care Plan)

If it is observed that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, Class Teachers will seek to identify a cause.

This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers

Should a concern or issue be highlighted, Class Teachers should refer to the ***Essex Provision Guidance*** (see **Link 5**) in the first instance. This will ensure that differentiated ***High Quality Teaching*** has taken place prior to any concerns being passed onto the SENCo. If strategies shown within the Essex Provision Guidance have been carried out without success, the Class Teacher should complete an '***Cause for Concern Form***' (**Appendix 6**) and hand to the SENCo.

3. Parental concerns may be raised, whereby a parent/carer requests that we look closely at their child's learning. We take all parental/carer requests seriously and will investigate them all.

Frequently, the concern can be addressed by ***High Quality Teaching*** or through assisting the parent/carer in offering their child support at home. If these measures are not adequate, the child will be placed at SEND Support on our SEND register once information gathering and assessment has taken place.

Although the school can identify special educational needs, and make provision to meet those needs, we do not offer diagnoses. Parents are advised to contact their GP if they think their child may have ASD or ADHD or concerns with regards to a disability.

The **Essex Provision Guidance (Link 5)** defines the levels of intervention as being:

1. High Quality Teaching (Wave 1)

This is the essential foundation of all teaching, assessment and intervention for **all** pupils. High Quality Teaching:

- seeks to engage and support the learning of all children and young people;
- builds on pupils' prior learning and responds appropriately to the 'pupil voice';
- builds from the skilful design of learning;
- is construed as children and young people progressing in their learning;
- involves a curriculum that is methodically constructed and renewed to deliver small and efficient steps of progression.

2. Additional School Intervention and Support (building on High Quality Teaching, Wave 2)

An assessment and intervention process which is usually co-ordinated by the SENCo working alongside other school staff. Interventions at this stage will be *additional* to those provided through classroom support. To support this process, the school may wish to ask for support from other agencies to help them with assessment and intervention for pupils at this stage.

3. High Needs (Wave 3)

This is generally characterised by the school requesting the involvement of relevant external services in more detailed assessment and development of intervention programmes for a pupil.

This level of intervention is for pupils with more complex and/or enduring difficulties and whose progress is considered insufficient, despite carefully planned interventions at the previous levels.

'If schools seek extra provision beyond their own resources, or an assessment for an Education, Health and Care Plan, there must be clear evidence that appropriate intervention as described in the Essex Provision Guidance has been put in place and reviewed at the previous levels of the graduated approach'. (Essex Provision Guidance - link 5)

High Quality Teaching

- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENCo will be consulted as needed for support and advice and may wish to observe the pupil in class.
- Appropriate information will be collected with regards to the difficulties that the pupil has, what has been implemented in order to support this pupil and how effective this has been.
- Through points 2 and 5 it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.
- Parent's evenings are used to monitor and assess the progress being made by children.

SEND Support (Additional School Intervention and High Needs)

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision made for the child to be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. This will be shown on the school provision map as SEND Support Wave 3 or Additional support Wave 2, as appropriate to the needs of the individual.

The support provided consists of a four part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

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.

Plan

Planning will involve consultation between the teacher, SENCo and parents/carers to agree the adjustments, interventions and support which 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.

Details of needs, interventions, support and expected outcomes will be agreed by all involved in the planning process and recorded upon the child's individual One Page Pupil Profile and/or One plan.

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 teacher. They will work closely with teaching assistants and 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 SENCo.

Review

Reviews of a child's progress will be made regularly. 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 where necessary their parents. The class teacher, in conjunction with the SENCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

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

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school, however can also 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 Education, Health and Care Plan will be taken at a progress review.

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

- Parents
- Teachers
- SENCo
- 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 the child is eligible for an EHC Plan. A request for an EHC Plan can only be made once the child has undergone three cycles of 'One Planning'. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

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

<http://www.essexlocaloffer.org.uk/> (Link 2)

Education, Health and Care Plans (EHC Plan)

- Following Statutory Assessment, an EHC Plan will be provided by Essex County Council, 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. 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.

Managing Pupils Needs on the SEND Register

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of their parents and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCo will consult with the child's parents for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the cluster of schools. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

Once a child has been identified as requiring SEND Support, a Pupil One Page Profile and/or One Plan will be created together with the child, parent and Class Teacher. This collaboration enables us to appreciate the strengths of the child; understand what matters to them and confirm how best to support them. Children will help to generate specific outcomes they would like to achieve, these will be reviewed on a termly basis.

Pupil progress will be reviewed on a termly basis in line with the SEND Code of Practice (2014). The Class Teacher, Headteacher and SENCos will meet to discuss data, areas of success or difficulties that their pupils may be having. These

meetings will enable all parties to review progress made, the effectiveness of interventions and areas which may need to be amended.

In order to make consistent continuous progress in relation to SEND provision, the school encourages feedback from staff, parents and pupils throughout the year. This will be carried out in the form of an annual parent and pupil questionnaire, discussion and through progress meetings with parents.

SEND provision and interventions are recorded on a whole school provision map, which is updated on a termly basis. Interventions are monitored and evaluated termly by the SENCOs and information is fed back to the staff, parents and governors. This helps to identify whether provision is effective.

Criteria for exiting the SEND Register:

As part of the regular monitoring and assessment, children who are listed on the SEND Register and make two terms of sustained progress, narrowing the gap between where they began working and where they are expected to be, will be removed from the SEND register.

These pupils will be placed on a 'Monitor' status to ensure that their progress is sustained.

Supporting Pupils and Families:

Partnership plays a key role in enabling children and young people with SEND to achieve their potential. Parents/carers hold key information about their children, they have knowledge and experience to contribute to the shared view of a child's needs. All parents/carers of children with special educational needs will be invited to take an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process during person centred meetings.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

The school aims to keep parents fully informed and involved, ensuring that we take the wishes, feelings and knowledge of parents into account throughout the SEND

process. We encourage parents to make an active contribution to their child's education and have regular meetings in order to share the progress made by their children.

Supporting Pupils at School with Medical Conditions:

The Children and Families Act (2014) stipulates that all pupils with medical conditions should be properly supported. Christ the King Federation Schools recognise that pupils at school with medical conditions should have full access to education, including school trips and physical education.

As per guidance from Supporting Pupils at School with Medical Conditions 2015, we consult with health and social care professionals, pupils and parents to ensure that the needs of pupils with medical conditions are properly understood and effectively supported.

We work with families to ensure they are confident that our school will provide effective support for their child's medical condition and that children feel safe in our school. We fully consider advice from health care professionals and listen to the views of parents and pupils.

We ensure that children with medical conditions have Individual healthcare plans which specify the type and level of support required to meet the medical needs of such pupils.

The individual health care plan ensures that our school effectively supports children with medical conditions and provides clarity as to what needs to be done, when and by whom. They provide key information and actions that are required to support the child effectively. The level of detail within plans will depend upon the complexity of the child's condition and the degree of support needed.

Some children with medical conditions may also have special educational needs, this could be at the level of SEND Support or an Education, Health and Care plan. Their provision should be planned and delivered in a co-ordinated way with the Healthcare plan.

Training and Resources:

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 SENCOs attend relevant SEND courses, SEND cluster meetings and facilitates/signposts relevant SEND focused external or online training opportunities to staff.

We recognise the need to train all our staff on SEND issues, the SENCOs, with the Senior Leadership Teams, ensure that training opportunities are matched to school development priorities and those identified through the use of the provision map.

Roles and Responsibilities:

The Special Needs Coordinator (SENCO):

The key responsibilities of the SENCO include:

- The SENCO must be a qualified teacher working at the school and must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment
- The SENCO, with the Headteacher and governing body determines strategic development of the SEND policy and provision within the school
- The SENCO has day to day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND including those who have EHC Plans
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)
- Advising on the graduated approach to providing SEND support
- Advising on the deployment of the schools delegated budget and other resources to meet pupils' needs effectively
- Ensuring that parents/carers are fully involved in supporting their child's learning and about the support their child receives and provision which is in place
- Being a key point of contact with external agencies including the LEA's support staff and Educational Psychology Services, Health and Social services and Voluntary bodies, speech and Language Therapy, Educational Psychologist, Specialist Teacher, Physiotherapist...
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.
- Overseeing the day-to-day operation of the school's SEND policy
- Monitoring data to identify SEND children and report back to the Headteacher throughout the year
- Co-ordinating provision for children with special educational needs.
- Overseeing the records of all children with special educational needs.

- Chairing Annual Review meetings, arrange Person Centred Review Meetings, support with Pupil One Page Profile Review Meetings as appropriate.
- Attending courses to keep skills and knowledge up to date.

The Governing Body:

The SEND Governor ensures that all Governors are aware of the schools' SEND provision, including the deployment of funding, equipment and personnel.

In particular, the governing body has a legal duty to:

- Do its best to ensure that all pupils with special educational needs are appropriately catered for and that they have the opportunity to participate as fully as possible in all aspects of school life;
- Ensure that Parents are notified of a decision by the school that their child has special educational needs;
- Establish an SEND policy which is publicly available and can be easily understood by Parents; and review that policy on a regular basis
- Report on how the school's SEND policy is being implemented and how resources are allocated in the governing body's Annual Report to Parents;
- Ensure that the SEND Code of Practice is followed
- Meet the SENCO on a termly basis to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy and report back to the governing body on a regular basis.
- Observe at first-hand what happens in school both inside and outside the classroom to ensure that SEND pupils are actively involved in all aspects of school life;
- Take opportunities to meet and talk with Parents of SEND children.
- Keep informed about developments in the area of special educational needs, nationally, locally and within the school

The Headteacher:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher gives responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

Storing and Managing Information:

The SENCOs will hold details of all SEND records for individual pupils within a locked cabinet.

All staff can access:

- Christ the King Federation Schools SEND Policy
- The SEND Information Report
- A copy of the full SEND Register
- A Class SEND File -Profiles providing details of each child within the class who has SEND and records relating to their needs and provision including Individual Pupil One Page Profiles.
- Guidance on identification of SEND in the Code of Practice
- Access to the Essex Provision Guidance
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information available through Essex's SEND Local Offer

In addition to the central SEND files for each class, copies of all relevant documentation including assessments and reports from outside agencies are kept in individual Class SEND files. These must be stored securely in a locked cupboard.

Every staff member has access to complete and up-to-date information about all pupils with special needs and their requirements which will enable them to effectively provide for the individual needs of all pupils.

Accessibility:

All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to understand the relevance and purpose of learning activities and experience levels of understanding and rates of progress that bring feelings of success and achievement. We believe that all children learn best with the rest of their class.

Teachers use a range of strategies to meet children's special educational needs. Lessons have clear learning objectives and staff differentiate work appropriately, and use assessment to inform the next stage of learning.

All children on the special needs register have a One Page Pupil Profile, which may include (but not always) individual targets which have been agreed with the child, parent/carer, Class Teacher and SENCO.

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 however, in order to maximise learning, we ask the children to work in small groups, or in a one-to-one situation outside the classroom.

When allocating additional LSA support to children, our focus is on outcomes, not hours: we aim to put in sufficient support to enable the child to reach their challenging targets, but without developing a learned dependence on an adult.

The school has a range of interventions available which are listed on our provision map, which is updated on a termly basis (**Appendix 8**). When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to the child.

Targets for children at SEN Support are deliberately challenging in the attempt to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher- who monitors progress towards the targets during the intervention- and by the SENCo who monitors overall progress after the intervention.

Dealing with Complaints:

As detailed in our SEND Information Report, at Christ the King Federation Schools we make our best efforts to communicate with parents/carers and children to ensure that we develop and maintain positive relationships.

We work hard to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavour to be open and accessible so that concerns can be raised and dealt with effectively.

If a situation does arise where a family has a concern about the provision being made for their child or the impact of that provision and feel that the Class Teacher and/or SENCos have been unable to deal with the concerns, in the first instance they should talk to the Headteacher and then if they are still not satisfied they should consult the schools' Complaint Procedure.

Links:

- 1) SEND Code of Practice (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- 2) Essex Local Offer
<http://www.essexlocaloffer.org.uk/>
- 3) The Special Educational Needs and Disability Review - a statement is not enough', Ofsted, September 2010
<https://www.gov.uk/government/publications/special-educational-needs-and-disability-review>
- 4) Special Educational Needs Regulations Clause 65 (2014)
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/251874/Consultation_on_draft_0_to_25_Special_Educational_Needs_SEND_-_SEND_information.pdf
- 5) Essex Provision Guidance
<http://schools.essex.gov.uk/pupils/sen/Provision%20Guidance/Pages/Provision-Guidance-Toolkit.aspx>

Appendices:

- 6) Cause for Concern form
- 7) SEND Information Report
- 8) Provision Map
- 9) Glossary of terms

Referring to the ECC Provision Guidance Toolkit, make a brief note of the HQT strategies used already including how you have differentiated.

Action by SENCo:

Copies to:

Christ the King Federation Schools

SEND Information Report

The Local Authority Local Offer

- The government has published new regulations as a result of the *Children and Families Bill* 2014, as of 1st September 2014, Local Authorities and schools have a duty to publish information about services they expect to be available for the children and young people in their care with Special Educational Needs (SEND) aged 0-25, this must be reviewed annually. The required information is set out in the SEND Code of Conduct which can be found **here**
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/325875/SEND-Code_of_Practice-June2014.pdf
- The intention of the '**Local Offer**' is to improve choice and make information regarding provision available to be readily available and transparent for families of children with SEND to access. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The School SEND Information Report

This utilises the LA Local Offer to meet the needs of SEND pupils as determined by school policy, and the provision that the school is able to meet.

Your Child has Special Educational Needs. What can we at Christ the King Federation Schools offer you?

At Christ the King Federation Schools, we embrace the fact that every child is different, and, therefore understand that the educational needs of every child is different; this is certainly the case for children with Special Educational Needs. We believe in participation for all and aim to be responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills.

Please click on the 14 questions below for more information and details about how we can support your child.

1. What are the kinds of special educational needs that are provided for in our school?

Christ the King Federation Schools are mainstream schools which believe in inclusion for every child. We value high quality teaching for all learners and actively monitor teaching and learning within our school. For more information on our approach please see our teaching and learning policy **here**

We monitor the progress of all learners through regular pupil progress meetings and continual assessment by teaching staff.

We strive to enable all children to achieve at school and to meet their individual needs, we offer a range of extra provision as appropriate to the needs of the child in addition to quality first teaching in order to support learning as necessary.

We offer provision for:

- Pupils with moderate learning difficulties
- Pupils with medical needs such as epilepsy, asthma and allergies, we work closely with our School Nurse Jackie Brandon to complete pupil Health Care Plans. We will seek support from Physiotherapists, Occupational Therapists and Specialist Teachers as appropriate to the needs of the child.
- Cognition and Learning
- Children with sensory and/or physical needs such as sensory processing difficulties, fine and gross motor difficulties
- Dyslexia
- Dyspraxia
- ADHD
- Asperger's Syndrome
- ASD
- Social, Emotional and Mental Health
- Communication and interaction needs – such as speech and language difficulties

2. How does the school know if children need help and what should I do if I think my child has special educational needs?

From September 2014, children's additional needs will be identified using the new categories of:

- Cognition and Learning
- Communication and Interaction
- Physical and sensory
- Social, Emotional and Mental Health

A child or young person may have a special educational need at different stages during their time at school. The **Code of Practice** defines SEND as:

"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) they 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"

If a learner is identified as having SEND, we will provide provision that is '**additional to or different from**' the differentiated curriculum intended to overcome the barrier to their learning.

There are several reasons as to why a child may find learning to be difficult. They may have experienced a significant amount of absence and missed important learning opportunities, they

may have attended many different schools and not been given a consistent opportunity to learn, they may not speak English well or may have worries which distract them from learning.

At St. Joseph's Primary School we are committed to ensuring that all children have access to appropriate learning opportunities, when children are at risk of not learning and achieving their true potential we will intervene. This does not mean that all vulnerable learners have SEND, only those with a learning difficulty that requires special educational provision will be identified as having SEND.

How does Christ the King Federation Schools know if my child needs extra help?

Children can be identified as having SEND in a variety of ways:

An Early Years Profile is completed for each pupil in Reception Class, from this it is possible to track progress and identify any special educational needs. Children across the school also undergo regular formal and informal assessment, helping to build a picture of areas of strength and development. SEND support may be needed if/when:

- A child is performing significantly below age related expectations and requires extra provision to be made.
- Concerns are raised by the child.
- Concerns are raised by Class Teacher, for example – behaviour is affecting performance, child is experiencing difficulties in accessing the curriculum despite differentiation.
- Concerns are raised by parents/carers – SENCo to work with families to understand how a child is progressing both at school and home.
- Concerns are raised by wellbeing mentor.
- Monitoring student progress using a range of tools including standardised tests identifies those who are working significantly below age related expectations in Maths and English.
- Pupil progress meetings held between Teachers, SENCo and Headteacher identifies areas of support needed.
- Targeted assessments identify pupils who may have difficulties in using and understanding language.
- Observations of children in the classroom environment and in the playground identify attention and concentration, social and emotional needs.
- Use of P-scale assessments to measure progress in Personal and Social Development (PSD).
- Use of a range of screening tools to monitor phonological awareness, visual discrimination, auditory memory, gross and fine motor skills.
- Advice is needed through liaison with external agencies such as medical, social care, speech and language professionals.
- Advice is given from Educational Psychologist as a result of referral.
- Liaising with a previous school.
- Working to exchange information during transition between Primary and Secondary Schools.
- Health diagnosis through a pediatrician.

Children identified with any SEND, help to write a 'One page Profile' about how best they learn, what they find hard, what they enjoy etc. This information is gathered from the child, parents and class teacher/support staff too to develop a document which tells all members of staff and parents

about the child and how to help them achieve their best. This is a working document which is reviewed and updated at least three times per year.

At Christ the King Federation Schools, the progress of all our children is closely monitored through termly pupil progress meetings. The progress of all children is tracked from Pre-School through to Year Six, children who are not making progress are identified during the pupil progress review meetings, in this meeting a discussion takes place concerning why individual children are experiencing difficulties and what further support can be given to help.

Teaching staff continually assess and evaluate the impact of teaching upon learning and progress of all pupils, children are also regularly encouraged to evaluate their learning and understanding through the use of formative assessment. We try to identify special educational needs as early as possible. Our school ensures that the assessment of educational needs directly involves the learner, the parents/carers and the Class Teacher.

Concerns in the first instance should be directed to the Class Teacher and will be passed to the respective SENCOs –Mrs V Hull (St Joseph's) or Mrs J O'Mullane (St Francis), who will coordinate a response and offer support with the identification of barriers to learning.

Children who require more specified individual support will usually be provided with a statement of SEND which is now known as an Education, Health and Care Plan. This means that the child will have been identified as needing a high level of individual and small group teaching, which cannot be provided from the resources already delegated to a school. This level of support would be appropriate for children whose learning needs are severe, complex and lifelong, the EHC Plan will be formally reviewed on an annual basis.

What should I do if I think my child has special educational needs?

Talk to us - If you have concerns about your child's progress you should speak to your child's class teacher initially. If you require any more information, contact our SENCO, the school SEND Governor can also be contacted for support. We pride ourselves on building positive relationships with families, we are open and honest with parents and hope that they are able to do the same with us.

The class teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs Coordinator (SENCO) know as necessary.
- Writing Pupil Progress targets, sharing and reviewing these with parents on a termly basis, and planning for the next term.
- Personalised teaching and learning for your child as identified on the school's provision map.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENCOs: Mrs V Hull (St Joseph's) and Mrs J O'Mullane (St Francis)

Responsible for:

- Developing and reviewing the school's SEND policy.
- Co-ordinating all the support for children with special educational needs or disabilities (SEND)

- Support with writing and reviews of Pupil One Page Profiles
- Ensuring that you are
 - involved in supporting your child's learning
 - fully informed about the support your child receives and provision which is in place
 - a fundamental part of the review process, supporting us in making decisions and being aware of how your child is progressing
- Liaising with all the other people who may come in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychologist, Specialist Teacher, Physiotherapist, Behaviour Support team etc.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The Head teacher: Mrs S Ginzler-Maher

Responsible for:

- The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- The Head teacher gives responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

The SEND Governor: Mrs B Lester

Responsible for

- Making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01245 321828 (St Joseph's) 01621 856698 (St Francis)

3. How do staff of Christ the King Federation Schools consult with parents/carers of children with SEND and involve them in their child's education?

We strive to make sure that all families feel valued, supported and involved in their child's education and wellbeing at school. Parents/carers of all children will be given regular opportunities to discuss their child's needs, progress and any concerns which may arise.

All parents/carers are invited to attend scheduled parent consultation meetings which are held during the autumn and spring terms, there are also regular drop in sessions where teachers are available to speak with parents after school. For further information the SENCo is available to discuss support in more detail.

If your child is identified as not making progress or is experiencing some difficulties, the Class Teacher and/or SENCo will arrange a meeting to discuss this with you in more detail. This will enable us to discuss our concerns and address any questions you may have about your child's education. It provides an appropriate to plan any additional support that your child may need and discuss if there is a need for a referral to external professionals in support of your child. A Pupil One Page Profile will be developed in collaboration with you, your child and the Class Teacher/SENCo which will enable us to address the issues and agree the ways in which your child can be supported.

Parents/carers of children with SEND will be invited to attend termly review meetings based upon the 'One Plan' which is in place for their child, this is the case for children who also have Education Health and Care Plans (previously known as a statement of education).

These meetings will enable us to set goals and targets, discuss activities and support which will help your child to achieve and to review progress with the Class Teacher and/or SENCo. Details of all meetings will be recorded so that everyone is clear about what has been discussed and the outcomes agreed.

We do believe that your child's education should be a partnership between parents and teachers, therefore we aim to communicate regularly, especially if your child has complex needs.

Your child's Class Teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home-school book is used to support communication with you with regards to your child.

4. How do we make sure that children who have been identified as having special educational needs are involved in making decisions and contributing to their own education?

We value each child within our school and believe that it is important for each being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children with SEND play a huge part in evaluating their own progress and help us to develop next steps in **THEIR** learning.

Children who are identified as having SEND and have One page profiles are invited to discuss their difficulties and to set their targets with their class teacher and parents/carers. These are reviewed on a termly basis, it is vital that children, parents/carers and Class Teachers are involved in this process to ensure that the plan is right for everybody involved and takes into account the views of the child.

As a school we submit a pupil questionnaire on an annual basis, where we actively seek the viewpoints of children. We especially focus upon children feeling that they are able to speak to an adult if they have a worry.

If your child has an EHC Plan or An Annual Review of their EHC Plan then their views will be obtained before any meetings. Children will take an active role in planning the Annual Review meeting, this may include developing a theme for the meeting based around something that interests them e.g. 'Tigger Tea party', creating invitations for external professionals who will need to attend and organising the meeting so that the child who is at the centre of the review, is fully involved in the process.

5. What are our arrangements for assessing and reviewing children's progress towards outcomes? How do we ensure that there are opportunities available to work with parents as part of this assessment and review?

Children with identified special educational needs will have an individual Pupil One Page Profiles and some will also have Individual Support Plans. Within this plan your child will have outcomes based around their needs, these outcomes will be planned together with the child and the parents/carers. All outcomes should be SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic, **T**ime scaled) with the expectation that the child will achieve the outcome by the time it is reviewed.

These plans are reviewed on a termly basis, a meeting will be scheduled with the child, parents/carers and Class Teacher/SENCo, which provide an opportunity for progress to be discussed in line with the agreed targets, success to be celebrated and concerns to be addressed.

If your child has complex SEND they may have an EHC Plan (Education Health Care Plan) which means that a formal Annual Review will take place in addition to termly 'One Plan/Pupil Profile' meetings in order to discuss your child's progress. External Professionals will be invited and a formal report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

All children in our school are closely monitored by their Class Teacher, who will keep records of progress made throughout each term.

Pupil Progress meetings take place on a termly basis with Class Teacher, Headteacher and SENCo, in order for children who are not making progress to be identified, to discuss why individual children are experiencing difficulties and what further support can be given to help.

In addition to the more formal arrangements, parents are invited to come in for a chat if they do have any concerns about their child's progress or wellbeing. The SENCo can be contacted via the school office, we believe that it is essential to have good communication between home and school for optimum progress to be made.

6. How do we support children as they move between phases of education and in preparation for adulthood?

We appreciate that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

We encourage all new children to visit our school prior to starting, where they will be shown around the school and any concerns can be addressed.

For children with SEND we would encourage further visits to assist with the familiarisation of the new surroundings.

- We may need to write a 'Social Story' to ease the transition for pupils with high anxiety and communication difficulties.
- School / Parents may also feel the need to arrange several transition meetings / sessions between the schools in order to alleviate pupil concerns.

We liaise closely with Staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood. If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

If your child is joining us from another school:

- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them.
- Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/transition story to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. The child's One Plan/Pupil Profile will be shared with the new teacher.
- If your child would be helped by a book/transition story to support them in understanding moving on, then one will be made for them.

In Year 6:

- Many of our 'feeder' secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils.
- The SENCo will discuss the specific needs of your child with the SENCo of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCo from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

- If your child would be helped by a book/transition story to support them in understand moving on, then one will be made for them.

If there are any other ways in which we are able to support your child, please do let us know and we will always do our very best to help.

7. What is our school approach to teaching children with SEND?

We support the National Curriculum Inclusion Statement, which states:

When planning and teaching, all teachers must set suitable learning challenges, respond to pupils' diverse learning needs and overcome potential barriers to learning. All pupils have the opportunity to experience success in learning and achieve as high a standard as possible. Lessons should be planned to ensure that there are no barriers to prevent any child from achieving.

Our SENCo will closely monitor all provision and progress of any child requiring additional support across the school. Each Class Teacher will oversee, plan and work with each child who has SEND in their class to ensure that progress is made. There may be a Teaching Assistant (TA) or Learning Support Assistant (LSA) working with your child either individually or as part of a group if this is seen as necessary by the Class Teacher.

Christ the King Federation Schools believes that every child should be allowed to reach their fullest potential.

8. How do we adapt the curriculum and learning environment to for children SEND?

Every teacher is required to adapt the curriculum to ensure that all children within their class are able to access the learning at their own individual level. The Teacher Standards 2012 detail the expectations of all teachers, these are available **here** https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf

Typically within a lesson there may be three differentiated levels of work set for the children, however if necessary work will be individually differentiated to enable each child to participate and achieve at their own level.

Our teachers use a range of strategies to support learners and to enable them to access the curriculum which include:

- Pupil progress meetings
- Scrutiny of pupil data
- Pre-teaching
- Precision teaching
- Scaffolded prompts
- Flexible groupings based on ability
- Teaching assistant support

- One to one support
- Planned intervention programmes
 - Use of visual timetables
 - Writing frames
 - Laptops or alternative recording devices
 - Peer buddy systems
 - Positive behaviour reward systems
 - Task planners and 'Now'/'Then' boards
 - Movement breaks
 - Chunked work
 - Visual support
 - Sensory breaks

9. Explain the expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured?

All staff share responsibility for supporting pupils with SEND in our school. Staff are recruited for their commitment, experience, knowledge and aptitude. In order to support professional development, all members of staff have access to resources and training to enhance and develop their skills and knowledge. We regularly invest time and money in training our staff to improve Wave 1 provision for all students, to develop enhanced skills and knowledge to deliver Wave 2 (short term support interventions) and Wave 3 (individualised support and interventions).

- Our acting Special Educational Needs Co-ordinator (SENCo) Mrs V Hull (St Joseph's) is a qualified teacher with 21 years experience in a variety of settings. Mrs J O'Mullane, SENCo of St Francis Primary School is a highly experienced teacher of 39 years. Both have completed a variety of SEND training courses.
- All our teachers hold qualified teacher status and all staff members, including TAs and HLTAs, receive regular training to best support our pupils with SEND, for example in dyslexia, Autism, speech and language needs.

Depending upon the needs of child, at times we may need to seek specialist expertise from external agencies. Parents/carers will be always consulted in any decision taken by the SENCo to seek involvement of a professional partner.

- Educational outside agencies include:
 - Specialist Teacher and Preschool service (SEMH, ASD, LDD, PNI, SLCN)
 - Educational Psychology (EPS)
 - Outreach Services, including ASD; Ethnic Minority and Traveller Achievements Services (ETMAS)
- Specialist health services:
 - Speech and Language Therapy (SALT)
 - Occupational Therapy (OT)
 - Physiotherapy (PT)
 - Emotional Wellbeing and Mental Health Service (EWMHS) has replaced Child and Adolescent Mental Health (CAMHS)
 - School Nurse
 - SWF Clinic

- Moulsham Grange paediatricians
 - General Practitioner
- We also work with Social Services, Families in Focus, Family Solutions and Community Police.

10. How do we evaluate the effectiveness of the provision made for children and young people with SEND?

Monitoring progress is an integral part of teaching and leadership within Christ the King Federation Schools. Children, parents/carers and teaching staff are involved in the process of reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that children and their parents/carers are part of each step.

It is vital for all interventions to be closely monitored to ensure that they continue to be effective for the individual student. A baseline will be recorded prior to the start of any intervention in order to compare the impact of the intervention during review meetings. Review meetings are held on a termly basis, where all progress will be discussed along with next steps. If a learner has an EHC plan (Educational Health Care plan) they have termly review meetings in addition to a formal Annual Review Meeting of the EHC plan.

The SENCo collates the impact data of interventions to ensure that our school uses effective interventions in support of children with SEND. Progress data of all learners is collated by the whole school and monitored by Teachers, Senior Leaders and Governors.

In addition to regular review meetings and closely monitoring data, we also evaluate the effectiveness of the provision made for children with SEND through use of the following features:

- Monitoring progress in terms of improvements in behaviour, confidence and self-esteem
- Use of p-scales for Personal and Social Development
- Use of Boxhall profiles to assess emotional/social development
- Regular feedback from staff delivering interventions to Class Teachers
- Regular record keeping to track progress against SMART targets on 'One Plan/Pupil Profiles
- Pupil views
- Parent/carer views
- Reports, assessments and feedback from external agencies
- SENCo observations

11. What do we do enable children and young people with SEND to engage in activities available with children and young people in the school who do not have SEND?

All learners should have the same opportunities to access all opportunities, we are committed to making reasonable adjustments to ensure participation for all. Our Equality/Inclusion Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom.

- Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.
- Where necessary we work with external professionals such as Occupational Therapists, Physiotherapists, specialist teachers and nurses in order to ensure that no child is disadvantaged in terms of facilities and equipment dependent on need. Our school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

Wave 1: Quality first teaching through differentiation in all lessons.

Wave 2: Small group support for those pupils who are achieving below age expected levels.

Wave 3: Focused, individualised programmes for pupils working well below age expectations.

1) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is built on what your child already knows, can do and can understand.
- That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific group work Intervention which may be:

- Run in the classroom or a group room.
- Run by a teacher or a teaching assistant (TA).

2) Specialist groups run by outside agencies, e.g. Speech and Language therapy

SEND Code of Practice 2014: School Support (SS)

This means a pupil has been identified by the SENCo / class teacher as needing some extra specialist support in school from a professional outside the school.

This may be from:

- Local Authority central services, such as the Essex Specialist teaching and Preschool Support Service
- Outside agencies such as the Education Psychology Service (EPS), Speech and Language Therapists

What could happen:

- You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school.
- The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

3) Specified Individual support

This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

Your child will also need specialist support in school from a professional outside the school. This may be from

- Local Authority central services such as Specialist teaching and preschool service
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

For your child this would mean

- The school (or you) can request that Local Authority Services carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the amount of financial support the school will receive from the LA outcomes and how the support should be used, and what strategies must be put in place. It will also have long- and short-term goals for your child.
- The additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

12. What support is provided for improving emotional and social development? (This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying)

The well-being of all of our pupils is our primary concern at Christ the King Federation Schools. Children are supported with their social and emotional development during the school day, through the curriculum and extra-curricular activities. Personal, Social and Health Education (PSHE) are also taught explicitly on a weekly basis and are integral to our curriculum. Social and moral values are reinforced and delivered through the teaching of our RE curriculum and supported by the ethos of our school.

Additional support from specialist staff is arranged as needed for individual pupils, both in and out of the classroom; a tailored personal plan may be put in place for pupils with the highest need. Our Behaviour Policy; which includes guidance on expectations, rewards and sanctions is fully understood and in place by all staff.

We regularly monitor attendance and support pupils returning to school after absence. Relevant staff are trained to support medical needs and in some cases all staff receive training. We have a medical policy in place and health care plans are developed for children with health needs, so that all relevant members of staff are aware and able to support these children.

We recognize that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE and RE curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- * Well-being groups
- * Support from Brentwood Catholic Children's Society
- * Lunchtime and playtime support through planned activities and groups with Play Leaders.
- * Social Skills
- * Music Therapy/Lego therapy
- * Homework support club

If your child still needs extra support, with your permission the SENCo will access further support through the local offer and specialist teacher and preschool service.

13. How does Christ the King Federation schools involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEND and supporting their families?

In cases where concerns are raised about children with regards to SEND which require the support of external services, it is important to ensure that parents/carers and the child in question are consulted before any decisions are made. We will always ensure to speak with parents/carers prior to referral to any external agency in order to make them fully aware of the reasons for the referral, the process which will take place and to ensure that they are agreeable. It may be that the concerns are raised by the parents/carers, in which case a consultation would still take place in order to discuss the concerns and ways forward in support of the child in question.

For example - our school works very closely with our Educational Psychologist, if it is felt that the intervention of an Educational Psychologist is necessary the SENCos will arrange

consultation with parents/carers in order to make the decision and then a referral will be made. The Educational Psychologist will arrange a date and come into school to carry out an observation, in some cases a 1:1 assessment will be required. This will usually be followed by a meeting with the parents and Class Teacher in order to discuss findings and ways forward in support of the child.

If concerns are raised by parents/carers or teaching staff in relation to the needs of any child, we will always ensure that consultation takes place to discuss the concerns and whether a referral will be made to an outside agency such as:

- Specialist Teacher and Preschool service (SEMH, ASD, LDD, PNI, SLCN)
- Educational Psychology (EPS)
- Outreach Services, including ASD; Ethnic Minority and Traveller Achievements Services (ETMAS)
- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)
- Physiotherapy (PT)
- Emotional Wellbeing and Mental Health Service (EWMHS) has replaced Child and Adolescent Mental Health (CAMHS)
- School Nurse
- SWF Clinic
- Moulsham Grange paediatricians
- General Practitioner

There are times when a family may need to be supported in order to help their child, we are fortunate to have Wellbeing Mentors who are trained to offer parenting support within our school.

We also have positive links with '**Families in Focus**' <http://www.familiesinfocussessex.org.uk/> which is a local independent parent led registered charity providing holistic support to families of children with disabilities and special needs across Essex. They are a non-judgmental and friendly organisation who can offer valuable support to families who need advice, information and support during difficult times.

If there ever any queries about external agencies or how advice can be sought, please do not hesitate to contact the SENCo for support.

14. What are the arrangements for handling complaints from parents of children with SEND about the provision made at the school?

At Christ the King Federation Schools we do make our best efforts to communicate with parents/carers and children to ensure that we develop and maintain positive relationships. We work hard to listen and respond positively to any concerns brought to our attention. We are committed to taking all concerns seriously and endeavor to be open and accessible so that concerns can be raised and dealt with effectively.

If a situation does arise where a family has a concern about the provision being made for their child or the impact of that provision and feel that the Class Teacher and/or SENCo have been unable to deal with your concerns, in the first instance they should talk to the Headteacher and then if they are still not satisfied they should consult the schools' Complaint Procedure.

Appendix 8

Example Provision Map

Year xxx							
Name	Need	Details of SEND or Additional need	Wave	Area of need	Provision	External Support	Internal Support
xxxxx	SEND Support High Needs HQT	Learning Difficulties Not making progress in line with expectations Reading, writing, phonics Speech and language Processing difficulties	Three	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual, Multi	Pupil One Page profile April 2016 Ultimate guide to phonics – 1:1 support Prompting & reminders as appropriate Advice from SaLT Clear instructions Thinking time, Visual prompts, Visual timetable	Referral to SaLT and appointment given (June 2016) Report from SaLT Jan 2017	CT LSA SENCo
xxxxxx	Additional needs HQT	Developmental language delay Social/peer communication difficulties ASD traits	Two	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual, Multi	Pupil One Page Profile (Spring Term 2015, Reception Class) Wellbeing Social stories – used within PSHE/Curriculum time Regular reminders Prompting as necessary xxxxx has been discharged from SaLT.	Moulsham Grange Speech and Language Therapist Initial support from Lighthouse (Southend) No external involvement at present	CT SENCo LSA
xxxxxx Pupil Premium	Additional needs HQT	Emotional support needed at times. 'Working towards' in Reading, Writing and Maths. Confidence growing but sometimes needs reassurance. Failed phonics screening in Yr1.	Two	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual, Multi	Small group support for Maths and English Ultimate guide to phonics Phonics intervention group S&L support in school for one term Aut 2016.	SALT – Mary Horley, xxxxx has been discharged (July 2016)	CT LSA SENCo

Name	Need	Details of SEND or Additional need	Wave	Area of need	Provision	External Support	Internal Support
xxxx	Teacher aware HQT	CT advises that xxxxx shows traits of ASD He also has tics, his mother has described this to his CT as happening at home. Limited awareness of social cues Can become fixated	One	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual, Multi	Monitor at the moment HQT should ensure xxxx is understands instructions, adults should use concrete, direct language and work will be chunked into manageable tasks. Changes to routines discussed with xxxx to pre-empt anxiety.	n/a at present	CT LSA SENCo as appropriate
xxxxx	Teacher aware HQT	xxxx can become very upset quite easily Unable to regulate own emotions.	One	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual,Multi	Wellbeing group	n/a at present	CT LSA Wellbeing mentors
xxxxx	Teacher aware HQT	New to school July 2016. Some learning gaps. Some support needed in phonics and maths. Spring term – showing more confidence.	One	Learning dif and dis SEMH difficulties Asd & Com. S&L and Com. Phys and Neuro Hearing Visual,Multi	Supported in group work 1:5 when needed Front position in class Regular hover support	n/a at present	CT LSA

Appendix 9

Glossary of terms

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
Annual Review	The review of a statement of special educational needs that takes place yearly
ASD	Autistic Spectrum Disorder
BESD	Behaviour Emotional and Social Difficulties
BSL	British Sign Language
CAF	Common Assessment Framework: a form to co-ordinate all the agencies working with a family with problems
Child Protection Plan	A child protection plan is put in place by the Local Authority when a child is deemed to be at significant risk of harm
DDA	Disability Discrimination Act
Disability	A physical or mental impairment that substantially limits one or more life activity that is ongoing and impairs how you interact with the world
Disapplication	Removal from a programme of study
Dyscalculia	A difficulty in acquiring Maths skills
Dyslexia	A disability which could manifest in difficulties in learning to read, write and spell, when there are progress in other areas. Concentration, organisational skills, comprehension and handwriting are amongst a range of other areas that could be affected
Dyspraxia	A disability where motor skills are difficult to learn and retain. Coordination and balance could be affected, amongst other areas
EBD	Emotional Behavioural Difficulties
ECM	Every Child Matters
EHC Plan	Education Health and Care Plan An Education Health and Care (EHC) plan is the document which replaces Statements of SEND and Learning Difficulties Assessments (LDAs) for children and young people with special educational needs. An EHC Plan can, under certain circumstances, continue until the young person is 25 years old. Therefore, it can support them into training, further education and apprenticeships.
EDCM	Every Disabled Child Matters
EP	Educational Physiologist
EWO	Education Welfare Officer
HI	Hearing Impairment
IEP	Individual Education Plan. A working document recording short-term targets and strategies for an individual pupil - these have been changed to Pupil Passports.

Integration	Educating children with special educational needs with children without special educational needs
LA	Local Authority
LM	Learning Mentor
LO	Local Offer Provides details of services within the local area
LSA	Learning Support Assistant
LSC	Learning & Skills Council
Makaton	A signed language based on BSL but is standardised across the country
MLD	Moderate Learning Difficulties
NSSSEN	Non-statement Special Educational Needs
OCD	Obsessive Compulsive Disorder Obsessive compulsive disorder (OCD) is a mental health condition where a person has obsessive thoughts and compulsive activity.
One Page Profile (one Plan)	One Page profiles were developed, presenting a positive profile of individual children/young people with SEND, highlighting: <ul style="list-style-type: none"> •what people like and admire about me •what's important to me •what 'good support' looks like for me <p>Christ the King Federation Schools refers to these as Pupil Passports.</p>
One Planning	One Planning is how Essex describes a person centred approach to assessment and planning for children and young people with SEND. One Planning is based on the principle that planning should start with the individual and must have regard to the views, wishes and feelings of the child, child's parents or young person, their aspirations, the outcomes they wish to seek and the support they need to achieve them (SEND Code of Practice: 0-25 years, 2014, Section 9.21).
OT	Occupational Therapist
PD	Physical Disability
PMLD	Profound and Multiple Learning Difficulties
Pupil Passport	We use these to presenting a positive profile of individual children/young people with SEND, highlighting: <ul style="list-style-type: none"> •what people like and admire about me •what's important to me •what 'good support' looks like for me

	It is a working document recording short-term targets and strategies for an individual pupil. It provides details of pupil progress and provision provided in support of pupil need.
PT	Physiotherapist
SA	School Action
SA+	School Action Plus
SaLT	Speech and Language Therapist
SEND	Special Educational Needs
SENCo	Special Educational Needs Coordinator. The member of staff who has responsibility for coordinating SEND provision within a school
SENDA	Special Educational Needs and Disability Act 2001
SENDIST	Special Educational Needs and Disability Tribunal
SENS	Special Educational Needs Support
SLCN	Speech Language and Communication Needs
SLD	Severe Learning Difficulties
Statement	A document produced by the LA following multi-professional assessments and contributions from parents /carers, setting out the precise nature of a pupil's difficulties and educational needs. The document details how the pupil's needs will be met in an educational setting. Statements must be reviewed annually at the Annual Review (these are being transferred to EHC Plans)
TA	Teaching Assistant
VI	Visual Impairment