



Christ Church C of E VC Infant School

A caring community • courageously learning • inspired to live life to the full

SEN/Inclusion policy and Information report

Approved by:	Chris Douglas Chair of Governors	Date: April 2023
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1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

At Christ Church Infants (CCI) our curriculum, in line with the Special Educational Needs Code of Practice (2014) has been designed to ensure that every child can ‘Live life to the full’ by offering engaging, enquiry based, learning experiences from their individual starting points built upon our vision and 6 Christian values.

Through the information gathered from all stakeholders across our school community we have identified the main drivers for our curriculum as: caring and respecting ourselves and the environment. Equipping every child with the skills they need to be successful lifelong learners. Providing the opportunity to ignite their passions and broaden their strengths through a rich, varied and engaging enquiry based curriculum drawing on local, national and global inspiration. These identified curriculum drivers fit under the three parts of our vision.

Objectives

- **Staff members seek to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child’s entry into the school.
- **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 coordinated by the SENCO and Head teacher. It 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, Children and Adult Mental Health Service (CAMHS), Inclusion support and Occupational Therapy.
- **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. Pupil participation is encouraged through school by wider opportunities such as school visits, school plays, sports teams and play leaders in the playground.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO



Susan Dickinson (SENCO)

E-mail: Susan.dickinson@gmail.org.uk

Tel: 01454 866562

The SENCO will:

- Work with the Head teacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

4.2 The SEN Governor



Amelia Gould

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the Head teacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The Head teacher



Anna Martin

- The day to day management of all aspects of the school, this includes the support for our children with SEND.
- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability
- Giving responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.
- Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate and severe learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

Children's needs may be categorised into four broad areas, these include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school. However we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other issues that may impact on progress and/or attainment but are not solely SEND include:

- Disability
- Attendance
- Punctuality
- Underachievement
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium (PP)
- Being a child in care

As these do not constitute to SEND alone, our school will have systems and procedures in place to support these children where appropriate.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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
- Widens the attainment gap

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Managing the Needs on the SEND Register

Under the Code of Practice 0-25 2015, there are two categories in which a child with SEND may have their needs described:

- SEN Support or
- Education Health Care Plan (EHCP)

5.3 Involving Parents/Carers and Children

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

We ensure we notify parents when it is decided that a pupil will receive SEN support.

Staff and parents/carers will work together to support pupils identified as having additional needs. The Code of Practice actively encourages parent and pupil voice. Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCO will attend this meeting if the school or the parent thinks this is appropriate. At review meetings we try to always make sure that the child's strengths and successes as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable.

Our aim is that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.

5.4 The Graduated Approach towards outcomes

The Code of Practice clearly states that a graduated approach to SEN is needed. This follows a cyclical process:

- ✓ Assess
- ✓ Plan
- ✓ Do
- ✓ Review

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

Assess

At Christ Church Infants we aim to identify pupils' needs as they arise with early identification being a key part of this process. We provide teaching and learning contexts that enable every child to achieve his or her full potential. A clear understanding of an individual child's needs is essential when planning effectively scaffolded lessons and/or strategies. Devising the appropriate provision to support teaching that will lead to the child making at least good progress and improved outcomes. Assessment of a child's needs starts with the whole school approach.

This approach identifies each child's strengths and any area where the child is not making adequate progress despite high quality first teaching. The school's system for regularly observing, assessing and monitoring the progress of all pupils is used to identify pupils who are not progressing and who may have additional needs.

The school's system includes:

- ✓ Development Matters

- ✓ Progress measured against the National expectations in English and Maths and end of EYFS and Key Stage 1.
- ✓ Progress measured against the P level descriptors or Engagement Model where applicable.
- ✓ Standardised screening and assessment tools
- ✓ An existing EHCP
- ✓ Assessments by a specialist service, such as educational psychology, identifying additional needs.
- ✓ Tracking using a whole school system against key objectives from the National Curriculum.

Plan

Once the need for SEND support has been identified, the Code of Practice is quite clear that the first step is quality first teaching. All children have an entitlement to a broad and balanced curriculum, which is differentiated to enable children to:

- Understand the purpose and relevance of learning activities;
- Experience levels of understanding and rates of progress that bring feelings of success and achievement.

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

Alongside quality first teaching, additional intervention maybe implemented depending on the need.

This specific intervention could be individual or small group led by a teacher or TA. The intervention will be planned using the child's next step in learning and the impact of this will be measured. This may result in your child being placed on the school SEND register.

The school works closely with parents and pupils in the planning process. We encourage an active partnership through an ongoing dialogue with parents. Parents have much to contribute to the support and progress of their child.

If necessary, advice and support will be sought and implemented from various outside agencies.

As well as the above, if a child has an Education Health Care Plan (EHCP), all planning and provision will take account of their statutory requirements stated within their EHCP plan.

Do

The class teacher is responsible for the day to day teaching of all pupils including those with identified SEND. It is vital that the teacher liaises daily with all adults involved in any targeted intervention. It is the class teacher's responsibility to assess the impact of targeted intervention.

Intervention groups take place for academic, social, emotional, physical or communication needs. We organise and lead different types of intervention for all SEND children. These are run by a teacher or most often a teaching assistant, who has received training. All intervention is measured for impact by class teachers and monitored by the SENCO, Senior Leaders and the Head Teachers.

Review

Teachers are continually observing, assessing and reviewing the progress of all pupils on a daily basis through:

- Observations
- Marking
- Verbal or written feedback

- Discussions or meetings with other teaching staff and teaching assistants

When discussing the progress of pupils with SEND, the following questions form part of the discussion:

- Has the pupil met their expected targets?
- Is the pupil making progress?
- Is the rate of progress similar to the previous rate of progress?
- Is the pupil on track to achieve their end of year target?
- Is the gap narrowing between pupils with SEND and all pupils?

This information is used to inform future differentiation within whole class planning. This takes place for all pupils, whether formally or informally, throughout the year. In addition, pupils with SEND have regular planned progress meetings where the planned outcomes are assessed and reviewed.

- What intervention has been implemented and what was the impact?
- What are the child's next steps in learning?

Where monitoring shows that a period of differentiated curriculum support has not resulted in the child making adequate progress, provision at the SEN Support level may need to be made. This will mean that the child will be placed on the school SEN register.

SEN Support

Provision would be specified where there is evidence that:

- There has been little or no progress made with existing interventions
- Additional support is needed to help make accelerated progress
- Additional support is required to develop English and Maths skills or communication/interaction skills or sensory/physical impairments.

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with Christ Church Juniors or any other school in which the child is moving on to. We will agree with parents and pupils which information will be shared as part of this.

When moving to Christ Church Junior School:

We have strong links with the Junior School which helps the transition for our Year 2 children. When your child is in Year 2 we begin to prepare them for their transition to the Junior school by:

- A series of extra small group and 1:1 visits to CCJ with their SEN TA's (if applicable), our SENCO and CCJ SENCO. This is weekly for Y2s in Term 6.
- Y2 teachers also join up and spend weekly sessions working in groups of Year 2 and sometime mixed Year 2/3 to help the children build relationships and become more familiar with the school layout and staff.
- The children are assigned Y6 buddies, these are carefully selected in terms of who may support them best.

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.
- We will make sure that all records about your child are passed on as soon as possible.
- We will support your child with additional transition small group or 1:1 visits where possible.

When moving classes in school:

- Class teachers and Teaching Assistants meet in the summer term prior to the new academic year to share information. SEND children all have an individual One Page Profile which gives details of the SEN, as well as detailing any resources they may need and Pupil voice. The passport also shares ideas for learning and teaching strategies and any interventions needed to support their learning and ensure consistency of approach.
 - Levels of support required during the transition period vary depending on the child and we respond to these individually. Most children with SEND will have a transition book which supports them with photos and information about their new class, photos of new staff and key rules/routines.
 - Additional visits to the new class and regular contact with the new teacher and T.A are planned for during term 6 as soon as the children know which class they are moving to. However subtle, incidental preparation is done during term 5 to build relationships as well. Parents and carers are involved in the decision making of which class might be best suited to their child's needs taking into account friendship groups as well as the class environment.

When moving classes in school:

- Class teachers and Teaching Assistants meet in the summer term prior to the new academic year to share information. SEND children all have an individual Pupil profile which gives details of the SEN, their levels of progress and development as well as detailing any resources they may need. The passport also shares ideas for learning and teaching strategies and any interventions needed to support their progress and ensure consistency of approach.
- Levels of support required during the transition period vary depending on the child and we respond to these individually. All children with SEND will have a transition book which supports them with photos and information about their new class, photos of new staff and key rules/routines which includes changes as well as what is remaining the same.
- Additional visits to the new class and regular contact with the new teacher and T.A are planned for during term 6 as soon as the children know which class they are moving to. However subtle, incidental preparation is done during term 5 to build relationships as well. Parents and carers are involved in the decision making of which class might be best suited to their child's needs taking into account friendship groups as well as the class environment.

5.6 Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils.

We will also provide the following interventions:

- SmartMoves
- ELSA (Emotional Literacy Support Assistant)

- Speech and Language interventions such as language steps, colourful semantics, narrative therapy, Wellcomm.
- Word Mastery
- 1:1 Reading
- Writing/Maths Interventions
- SNIPS
- Zones of Regulation
- Socials Skills support

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing to support all needs and abilities.
- Using recommended aids, such as I.T equipment, coloured overlays, visual timetables, larger font, talk tins, workstations etc...
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, use of dyslexia or Autism friendly strategies etc...
- Please also refer to CCI Accessibility plan.

5.8 Additional support for learning

Teaching assistants will support pupils on a 1:1 basis when this is required to support access to the curriculum, keep a child safe or is stated in an EHCP.

Teaching assistants will support pupils in small groups when:

- Supporting children in lessons
- Running an intervention

We work with the following agencies to provide support for pupils with SEN:

- Inclusion Support
- Educational Psychology
- Therapeutic Services
- Sensory Support services for children who have visual/hearing needs.
- Social Services
- School Nurse
- Paediatricians
- Speech and Language Therapy
- Physiotherapy and Occupational Therapy.

We will also ask for your permission first.

5.9 Expertise and training of staff

Our SENCO is a qualified teacher and has also completed the NASENCO Award in Special Educational Needs through Bath Spa, she has had 5 years' experience in this role. Prior to this, she worked as Pupil Premium lead as well as class teacher in different main stream settings.

The SENCO is allocated 2 days a week to manage SEN provision.

We have a team of 8 teaching assistants, including 6 higher level teaching assistants (HLTAs) who are trained to deliver SEN provision. We also have 4 SENTAs who work 1:1 and in small groups supporting specific needs.

In the last academic year, staff have been trained in:

- Colourful semantics
- Mastery of Number
- Understanding Autism
- Speech and language interventions
- SmartMoves
- Sensory Circuits

We use specialist staff for:

- 1:1 ELSA/Mentoring

5.10 Securing equipment and facilities

We have converted an old space into a sensory room to allow identified children to have sensory breaks throughout the day to help support them.

5.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions 6 weeks.
- Using pupil and or parent questionnaires
- Monitoring by the SENCO
- Using Pupil Progress meetings to measure impact.
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to take part in sports day, school plays, special workshops, trips and after school clubs.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

- Arrangements for the admission of disabled pupils, i.e.
 - All pupils whose education, health and care (EHC) plans name the school will be admitted before any other places are allocated
 - Oversubscription criteria prioritises pupils with disabilities.
 - An explanation of how your oversubscription criteria avoid unfairly disadvantaging pupils with a disability
- All staff have completed level 1 PDnet training to ensure we have an awareness of varying physical needs and disabilities and how provision and resourcing can be adapted to ensure every child has the opportunity to be fully included.
- The school site is on one level. We have an accessible toilet with facilities to support changing and managing intimate care when required.
- Where necessary staff will get into the swimming pool to support specific children according to need e.g. if they are epileptic, have a physical disability.
- New plans for the re-design of our playground has considered fair access for all and resources will be using varying heights as well.
- Our accessibility plan can be found on our school website, this contains:
 - Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
 - Improving the availability of accessible information to disabled pupils

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council or other schools teams e.g. GLOW team.
- Pupils with SEN are also encouraged to be part of clubs to promote teamwork/building friendships
- We have a trained ELSA who runs 1:1 sessions to support individual children identified by the school in collaboration with parents.
- We are an attachment aware school and our behaviour policy is focused on relationships with children.
- We use Emotion coaching and Zones of Regulation to help children to understand, recognise and manage their emotions.

We have a zero tolerance approach to bullying.

5.15 Complaints about SEN provision

Positive home school relationships are essential in supporting a child's needs. Concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools Complaints Policy and Local Authority processes.

5.16 Contact details of support services for parents of pupils with SEN

There are also a number of Parent support groups and information services we can help you with. Here are a list of useful contacts below:

- [South Glos Parent Carers](#)
- www.sendandyou.org.uk
- <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- <http://www.autism.org.uk/about-autism/autism-and-asperger-syndrome-an-introduction/what-is-autism.aspx>
- <http://www.bdadyslexia.org.uk/>
- <http://www.dyscalculia.me.uk/>
- <http://www.dyspraxiafoundation.org.uk/>
- <http://www.youngminds.org.uk>
- [The South Glos Way](#)

5.18 The local authority local offer

Our local authority's local offer is published here: [South Gloucestershire SEND Local Offer](#)

6. Monitoring arrangements

This policy and information report will be reviewed by SENCO and Head Teacher every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to the following documents Accessibility plan

- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy