

St Christopher's CE School



Special educational needs and disability Policy 2021



Policy Type:	Statutory
Approved by:	FGB
Signed by Headteacher:	R. Veeder
Date:	January 2021
Date of Review:	January 2022

Vision Statement

"To be the best we can be for ourselves and others"

This is illustrated by the parable the Good Samaritan. (Luke 10:25-37)

who showed compassion, respect and courage.

We aim for all individuals to SHINE as children of God, within our ever-changing world to be the best we can be for ourselves and for others.

Succeed with perseverance ~ Happy with respect and honesty ~ Independent and courageous ~

Nurtured with compassion ~ Excited with teamwork

INTRODUCTION

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

A child or young person has SEN 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.

The coalition government did reform the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March came into force from the 1st September 2014 and was updated in January 2015. A new SEN Code of Practice also accompanies this legislation. More details about the reforms and the SEN Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/topic/schools-colleges-childrens-services/special-educational-needs-disabilities>

One significant change arising from the reforms is that Statements of Special Educational Needs, for those children with the most complex needs, have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an

Education, Health and Care Plan Pathway. You can view an animation describing this new pathway on Oxfordshire's SEND Local Offer website:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-send>

This information is also available by putting the above web address into the browser of a smart phone or tablet. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Oxfordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

SCHOOL CONTACTS

Head Teacher – Rachel Veeder

Contact details: head.3555@st-christophers.oxon.sch.uk

Special Educational Needs Coordinator (SENCO) – Mrs Wendy Brown, Senior Teacher and member of the SLT (Senior Leadership Team).

Contact details: wendy.brown@st-christophers.oxon.sch.uk

SEN Governor – Cynthia Johnston

Contact through the school office : office.3555@st-christophers.oxon.sch.uk

COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014 – revised January 2015) 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 (July 2014 – Revised January 2015)
- Schools SEN Information Report Regulations (2014)
Statutory Guidance on Supporting pupils at school with medical conditions
April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Access Policy
- Teachers Standards 2012

This policy was created by the school's SENCO in liaison with the SLT and staff, reviewed by the SEND Governor and in conjunction with the New SEN Code of Practice.

At St Christopher's school, we ensure that all pupils in our schools are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities.

AIMS

The overarching aim at St Christopher's is to create a positive learning environment of encouragement, acceptance, and respect for achievement, showing sensitivity to individual needs, in which all pupils thrive. To achieve this we will:

- Endeavour to meet the individual needs of each child.
- Identify, at the earliest point possible, those individuals who will need extra help and attention.
- Encourage and enable each pupil to reach his or her full potential, both in curricular and extracurricular activities.
- Encourage and enable each pupil to actively partake in, and contribute fully, to school life.
- Help each child to develop and enhance their self-esteem.
- Promote a positive atmosphere in our school that will support a happy, sensitive and secure learning environment for all children.
- Make provision for each child's individual needs and support them through a variety of learning methods: whole class, small groups and individual
- Monitor closely those with SEND through regular review and assessment. Thereby enabling us to recognise, celebrate and record achievements.
- Provide equal access to and progression within the curriculum for each child.
- Work with parents and other agencies to provide suitable support and opportunities for those children with SEND.
- Utilise a variety of teaching strategies, to include different learning styles, which will facilitate meaningful and effective learning for all children.
- Assist all staff involved in the delivery of educational entitlement and ensure that all staff are aware of a child's individual needs.
- Facilitate access for support staff, to a range of resources utilised in their teaching of children with SEND.
- Include the voice of the child in monitoring and reviewing Pupil Profiles.

OBJECTIVES

- Effectively identify and make provision for pupils who have special educational and/or additional needs.
- Ensure compliance with the SEND Code of Practice, 2014 (revised January 2015)
- Maintain our "whole pupil, whole school" approach to the management and provision of support for special educational needs.
- Provide a Special Educational Needs Co-ordinator (SENCO) who will work with and develop the SEN Inclusion Policy.
- Ensure the provision of support and advice for all staff working with those pupils with SEND.

IDENTIFYING SPECIAL EDUCATIONAL NEEDS

There are a variety of ways that children are identified as having special educational needs including the following:-

- Child performing below age expected levels
- Child making insufficient progress
- Concerns raised by parent
- Concerns raised by teacher, for example where behaviour or self-esteem is affecting performance
- Consultations between class teachers and members of the leadership team where progress data is discussed

- Liaison with external agencies e.g. Educational Psychology Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

TYPES OF SEN

SEN is divided into 4 types:

- **Communication and Interaction** - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia and dyspraxia, hearing impairment, and those who demonstrate features within the autistic spectrum.
- **Cognition and Learning** - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia.
- **Social, mental and Emotional Health** - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration.
- **Sensory and/or Physical Needs** - this includes children with sensory, multisensory and physical difficulties.

Behavioural difficulties do not necessarily mean that a child or young person has SEN and should not automatically lead to a pupil being registered as having SEN. Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

St Christopher's identifies the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once the school has exhausted all the intervention/adjustments available to it including good quality personalised teaching.

Inclusion of pupils with English as an additional language

Definition:

A pupil who has English as an Additional Language is a pupil whose first language is not English and who uses that language on a regular basis inside or outside of school.

Identifying and assessing SEN for children or young people whose first language is not English requires particular care; difficulties related solely to limitations in English as an additional language are not SEN.

Inclusion of pupils who are looked after in local authority care

Our school recognises that:

- Children who are looked after in local authority care have the same rights as all children, but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report: 2003) why children who are looked after in local authority care often fail to make expected progress at school :

- Placement instability
 - Unsatisfactory educational experiences of many carers
 - Too much time out of school
 - Insufficient help if they fall behind
 - Unmet needs - emotional, mental, physical
-
- There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children – at St. Christopher’s this is the headteacher. The responsibilities of all members of staff, including the headteacher are defined in the school’s Safeguarding Policy.
 - The progress of ‘looked after’ children is effectively monitored to ensure that they have the best life chances possible and are able to access the full range of opportunities that the school offers.
 - ‘Looked after’ children will have full access to the appropriate support networks.
 - A statutory Personal Education Plan (PEP) will be created where needed and will be regularly reviewed - at least every six months.
 - Information concerning the education of ‘looked after’ will be correctly transferred between agencies and individuals.
 - A report on the child’s educational progress, to contribute towards the statutory review, will be regularly completed (These reviews are usually held at six monthly intervals or more frequently if there is a concern).
 - An annual anonymised report on the outcomes of LAC children will be presented to the governing body on an annual basis.
 - Feedback from the statutory review (chaired by the Independent Reviewing Officer) will be discussed with social workers and, where necessary, the carers and a member of the Virtual School team.
 - We will maintain adequate and effective communication at all times with the child’s social worker.
 - We will celebrate the child’s successes and acknowledge the progress they are making.

In conjunction with the above St Christopher’s school will work closely with the county’s Virtual School (VS) for Children which helps promote the educational needs of ‘Looked After’ Children and monitors admissions, PEP completion, attendance & exclusions.

Disability

Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN. Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

As a school we observe two key duties:

- We **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- We **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers. This duty is anticipatory – it requires thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that is an advantage

The school's Equality Policy and the Access Policy can be found on our school website in the policies section: http://www.st-christophers.oxon.sch.uk/about_us.html

A GRADUATED APPROACH TO SEND SUPPORT

At St Christopher's, we adopt a high-quality teaching approach. The key characteristics of which are:

- Highly focused lesson design featuring clearly identifiable objectives.
- High expectations of pupil involvement and engagement with their learning.
- High levels of interaction for all pupils.
- Appropriate use of teacher questioning, modelling and explaining.
- Clear emphasis on learning through dialogue, with regular opportunities for pupils to engage vocally, both on an individual basis and within groups.
- The expectation that pupils accept responsibility for their own learning and are able to work independently.
- The regular use of encouragement and authentic praise to engage and motivate pupils.

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching. We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement, through termly data, lesson observations, book scrutinies and pupil progress meetings. Professional development opportunities are encouraged and provided for staff to extend their knowledge and understanding of SEND and high-quality teaching. We assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. Pupils who are making less than expected progress given their age and individual circumstances are identified. This can be characterised by a child's progress which:

- Is significantly slower than that of their peers when starting from the same baseline.
- Fails to match or improve upon the child's previous rate of progress.
- Fails to close the attainment gap between the child and their peers.
- Increases rather than decreases the relative attainment gap.

The first response to such progress should be high quality teaching targeted at their areas of need. This can also include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. Where a pupil is identified as having

SEND, we endeavour to take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess

In identifying a child as needing SEND support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This is drawn from the teacher's assessment and experience of the pupil, their previous progress and attainment, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. St Christopher's take any concerns raised by a parent seriously. These are recorded and compared to the setting's own assessment and information on how the pupil is developing. As part of this information gathering process, St Christopher's uses the checklists found in "Identifying and Supporting Special Educational Needs in Oxfordshire Schools and Settings".

In some cases, outside professionals from health or social services may already be involved with the child. These professionals should liaise with the school to help inform the assessments. Where professionals are not already working with school staff the SENCO should contact them, with the parent's/carer's consent.

Plan

Where it is decided to provide a pupil with SEND support, parents or carers are formally notified. The teacher and the SENCO will agree, in consultation with the parent and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and will be provided by staff with sufficient skills and knowledge. Where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home. 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. This is recorded in the Pupil Profile, a copy of which is provided to the parents.

Do

The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they still retain responsibility for the pupil. Teachers will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This

information feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

Where a pupil has an Education and Health Care plan, the local authority, in co-operation with the school, must review that plan as a minimum every twelve months. The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Head Teacher and SENCO
- Analysis of pupil tracking data.
- Local Authority moderation process and OFSTED inspection arrangements.
- Meetings of parents and staff, both formal and informal.

MANAGING PUPILS NEEDS ON THE SEND REGISTER

All children on the SEND Register at St Christopher's have a Pupil Profile, which details important information about the child, including their areas of strengths and weakness, their outcomes and steps taken to allow children to achieve them and any other professionals who have contact with the child. Class teachers, parents, pupils and other professional will all contribute to the Pupil Profile. The Pupil Profile is designed to be a working document which is updated to reflect the current needs of the child. Formal review meetings take place three times a year with the class teacher and SENCO, where parents and pupils will be involved in reviewing progress and setting new outcomes. This is in addition to the two parent consultation evenings per year. Class teachers are responsible for evidencing progress according to the outcomes described in the plan. Class teachers are responsible for maintaining and updating Pupil Profiles. These are then shared with everyone involved with the child. The SENCO reviews all records provided by class teachers to ensure consistency across the school and appropriateness and quality of outcomes.

St Christopher's also works closely with any external agencies that we feel are relevant to individual children's needs within our school. These may include: GP, School Nurse, Clinical Psychologist, Paediatrician, Speech & Language Therapist, Occupational Therapist, Educational Psychologist, the Behaviour Support Service, Autism Support Service, Special Educational Needs Support Service, Primary Child and Adolescent Mental Health Service (PCAMHS), Parent Partnership and Social Services.

The 'Oxfordshire Local Offer' is available at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

There are three levels of support for pupils with SEND:

Universal level:

Funding is provided on a per-learner basis for all those attending the educating institution. This is also known as element 1 funding. Good quality universal provision will reduce the need for deployment of more expensive resources.

Targeted level

Mainstream providers (schools and academies) are expected to contribute the first £6,000 of the additional educational support provision for learners with SEND from their notional SEND budget. This is also known as element 2 funding.

Specialist or personalised level

Top-up funding above £10,000 (elements 1 and 2) is provided on a per-learner basis by the commissioner placing the pupil. It is important to note that the level and combinations of provision may change over time.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists, including those secured by the school itself or from outside agencies.

The pupil's parents will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care Needs Assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the school or parents will consider requesting an Education, Health and Care needs assessment.

CRITERIA FOR EXITING THE SEN REGISTER/RECORD

If it is felt that children are making progress which is sustainable then they may be taken off of the SEND register. If this is the case then the views of the teacher, SENCO, pupil and parents need to be taken into account, as well as that of any other professionals involved with the child. If it is agreed by all to take the pupil off of the SEND register, then all records will be kept until the pupil leaves the school (and passed on to the next setting). The pupil will be continued to be monitored through the schools monitoring procedures, through the termly data review and pupil progress meetings. If it is felt that the pupil requires additional assistance, then the procedures set out in this policy will be followed.

SUPPORTING PUPILS AND FAMILIES

Parents/ carers are important partners in the effective working relationship with the school in raising their child's attainment. The staff at St Christopher's will continue to build upon home/school links and encourage parents to be partners in the education process. Parents/carers are involved from the outset and encouraged to discuss any concerns with class teachers as they arise. They are always encouraged to take part in the process of reviewing and monitoring provision and progress.

SENDIASS Oxfordshire (formerly the Oxfordshire Parent Partnership Service (OPPS)) provides a range of support for parents of pupils with SEND, including Independent Parental Supporters (IPS) and parent training about the Code of Practice. IPS give advice and support to parents of pupils with SEND at any age or stage. Parent Partnership also gives information about mediation services. OPPS arranges meetings and produces leaflets and Audio guides about many aspects of SEND. They can be contacted on 01865 810516.

<https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendiaass-oxfordshire>

The school's SEND Policy and information about the Code of Practice are available in school. Parents are welcome to request these publications. Information about our school SEND offer is available on our website. The local Oxfordshire offer, which offers support and guidance to parents and carers of children with special educational needs, including details about access to all SEND support services can be found at <https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

St Christopher's admissions policy can be found at <https://www.st-christophers.oxon.sch.uk/admissions/>. We also encourage all new children at St Christopher's to visit the school prior to starting with us. For children with special educational needs or a disability we may facilitate a phased transition, if appropriate, to help your child to acclimatise to their new surroundings. We would also visit them in their current setting if appropriate.

Formal parent consultation meetings are held twice a year usually in the Autumn and Spring terms with three additional Pupil Profile meetings for parents/carers with children who have been identified with SEND. Parents are welcome to visit the school or arrange meetings at other times to discuss any aspect of their child's progress with the class teacher or SENCO. We are happy to make arrangements, wherever possible, for interpreters to be present for parents with a first language other than English. SEND information and leaflets/audio guides are available in a number of community languages through the school or Oxfordshire Parent Partnership Service.

Class teachers, in partnership with the SENCO, are responsible for ensuring that pupils are able to access assessments carried out within their class. If a child's needs mean that they are unable to access standardised tests then the SENCO will liaise with the class teacher and Head Teacher to assess pupils' eligibility for access arrangements.

When children are preparing to leave us for secondary school, we arrange visits for them. 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 a Statement or an Education, Health Care Plan and is changing to a new school we will, whenever possible, arrange a review meeting with relevant staff from the receiving school.

SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

St Christopher's school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014 – revised January 2015) is followed. St Christopher's policy for supporting pupils with medical conditions can be found on our school website in the policies section.

Our aim is for all children at St Christopher's to be included on school day trips and residential stays. We will provide, where practical and having consulted with you, the necessary adaptations required, ensuring that this is successful.

A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for any child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school.

MONITORING AND EVALUATION OF SEND

St Christopher's evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils. We do this by:

- By collecting and reviewing the progress for all children on a termly basis. For children with a special educational need we compare this against the support outlined in the Pupil Profile. This procedure ensures the correct level of support is being provided.
- We ensure the child is making progress academically against national/age related expectations, discussed at Pupil Progress Meetings, attended by class teachers and Head Teacher.
- We take into account verbal or written feedback from the teacher, parent and pupil.
- Governors examine and challenge SEN progress data termly.

TRAINING AND RESOURCES

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, St Christopher's has an ongoing training programme to ensure that teachers and support staff have the appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Staff training needs are discussed on a regular basis and both teaching and support staff will be made aware of training opportunities that relate to working with child with SEND. The SENCO regularly liaises with the partnership schools to share best practice and keep abreast of current local and national initiatives and policy to support children with special educational needs. The SENCO will also seek advice and guidance from specialists in order to provide the most appropriate provision for students who have the most complex needs. All teachers and teaching assistants are first aid trained, along with three members of staff who are paediatric first aid trained.

We ensure that all children with special educational needs are provided for to the best of the school's ability within the funds available. The Governors agree priorities for the school's overall spending in line with the school's priorities as identified in the School Development Plan. Special Educational Needs is identified in the budget and an annual allocation of finance is made with the overall aim that all children receive the support they need in order to make progress. The SENCO makes recommendations, in conjunction with the Head Teacher, on the priority of resources required to be purchased and allocated.

ROLES AND RESPONSIBILITIES

Provision for pupils with SEND is a matter for the school as a whole. The governors, in consultation with the Head Teacher, have a legal responsibility for determining the policy and provision for pupils with special educational needs. It maintains a general overview and has an appointed representative who takes particular interest in this aspect of the school.

The **Head Teacher** is responsible for:

- The management of all aspects of the school's work, including provision for pupils with special educational needs.
- Keeping the governing body informed about SEND issues.
- Working closely with the SENCO.
- The deployment of all special educational needs personnel within the school monitoring and reporting to governors about the implementation of the schools' SEND policy and the effects of inclusion policies on the school as a whole.
- Undertaking the role of Name of Designated Teacher with specific Safeguarding responsibility
- Managing the PPG/LAC funding
- Managing the school's responsibility for meeting the medical needs of pupils

The **Special Educational Needs Co-ordinator** (SENCO) is responsible for:

- Overseeing the day to day operation of the school's SEND policy.
- Co-ordinating the provision for pupils with special educational needs.
- Parents are notified if the school decides to make SEND provision for their child.
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other school staff.
- Supporting staff to identify pupils with special educational needs.
- Carrying out assessments and observations of pupils with specific learning problems.
- Supporting class teachers in devising strategies, drawing up Pupil Profiles, setting targets appropriate to the needs of the pupils, and advising on appropriate resources and materials for use with pupils with special educational needs and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND alongside class teachers, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records.
- Assisting in the monitoring and evaluation of progress of pupils with SEND using existing school assessment information, class-based assessments/records, end of year assessments.
- Contributing to the in-service training of staff.
- Liaising with the SENCOs in partnership schools and/or other primary schools to help provide a smooth transition from one school to the other taking part in county SEN moderation.

Class teachers are responsible for:

- Providing high quality teaching for all children.

- Assessing pupil's needs and planning appropriate adjustments, interventions and support to match the outcomes identified for the pupil (in liaison with the SENCO, parents and pupil).
- Regularly reviewing the impact of these adjustments, interventions and support, including pupils with SEND in the classroom, through providing an appropriately differentiated curriculum.
- Retaining responsibility for the child, including working with the child on a daily basis.
- Making themselves aware of the school's SEND policy and procedures for identification, monitoring and supporting pupils with SEND.
- Directly liaising with parents of children with SEND.

Teaching Assistants should:

- Be fully aware of the school's SEND policy and the procedures for identifying, assessing and making provision for pupils with SEND.
- Use the school's procedure for giving feedback to teachers about pupils' progress. Teaching assistants work as part of a team with the SENCO and the teachers supporting pupils' individual needs and ensuring inclusion of pupils with SEND within the class. They play an important role in implementing Pupil Profiles and monitoring progress.

Governors will ensure that:

- The necessary provision is made for any pupil with SEND.
- All staff are aware of the need to identify and provide for pupils with SEND
- Pupils with SEND join in school activities alongside other pupils, so far as is reasonably practical and compatible with their needs and the efficient education of other pupils.
- They have regard to the requirements of the Special educational needs and disability code of practice: 0 to 25 years (2014 revised January 2015).
- They are fully informed about SEND issues, so that they can play a major part in school self-review.
- They set up appropriate staffing and funding arrangements, and oversee the school's work for SEND.

STORING AND MANAGING INFORMATION

Paper copies of documents relating to pupils on the SEND register will be stored with their Pupil File in a locked cabinet in the school office. These SEND records will be passed on to a child's next setting when he or she leaves St Christopher's.

The school has both a Confidentiality Policy and a Data Protection Policy. These policies apply to all pupil records, paper or electronic, and they can be found on our school website in the policies section: <https://st-christophers-church-of-england-school.secure-primariesite.net/policies/>

REVIEWING THE POLICY

This policy will be reviewed by governors on an annual basis.

ACCESSIBILITY

The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

St Christopher's school is all on one level and accessible for wheelchair accessible. There is a disabled toilet, which is large enough to accommodate changing and personal hygiene care. Access to the outside area is possible from each classroom and a ramp provides

DEALING WITH COMPLAINTS

The first point of contact would be your child's class teacher to share your concerns. Following that, any unresolved issues may be brought to the attention of the SENCO. If you need to speak with someone further, please make an appointment to see the Head Teacher. After these actions have been completed and you still require to speak to someone, please make an appointment with the Chair of Governors. The school's complaint policy is available from its web site in the policies section: <https://st-christophers-church-of-england-school.secure-primariesite.net/policies/>

Advice and support for parents of children with special educational needs can also be accessed through SENDIASS <https://www.oxfordshire.gov.uk/residents/children-education-and-families/education-and-learning/special-educational-needs-and-disability-local-offer/information-advice-and-support-parents-and-children-about-sen/sendias-oxfordshire>

Telephone: **01865 810516**

RELATED POLICIES

- Access Policy
- Behaviour, Discipline and Anti Bullying Policy
- Complaints procedure Policy
- Confidentiality Policy
- Data Protection Policy
- Medical Conditions in School Policy
- SEN Information Report
- Equality Policy