



CHRIST the KING

CATHOLIC PRIMARY SCHOOL and NURSERY
with THE ARK, a SPECIALIST RESOURCE



"Loving Learning Growing together as Christ's family"

Special Education Needs and Disabilities Policy

Headteacher:	Mrs N McVeigh
Special Educational Needs Co-ordinator:	Mrs J Asker & Mrs M Bano
Inclusion Manager:	Mrs R Tetchner
Designated Governor for SEN:	Miss O Pearce

This policy should be read in conjunction with all other policies and not as a standalone policy.

Introduction

Christ the King Catholic Primary School provides a broad and balanced education based on the gospel values which are central to the Catholic faith. We recognise and value the experience and needs of each child and his or her family; we appreciate everyone's unique gifts. This policy sets out how we will meet the needs of pupils with Special Educational Needs (SEN). We will achieve this by our commitment to an inclusive, supportive and differentiated curriculum.

Our school community will grow in a happy atmosphere of warmth, co-operation and mutual respect, following the teaching of the Catholic faith.

Our beliefs and values around SEND

It is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to ensure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided in the differentiated curriculum under quality first teaching to better respond to the four areas of need identified in the Code of Practice (January 2015).

What are the objectives of this policy?

Christ the King Catholic Primary School aims to provide a secure, happy and stimulating learning environment where everyone is valued and encouraged to do his or her best at all times. There are no exceptions to this.

- This policy sets out how we help children with SEN. Our SEN policy is committed to provide access for all students to a broad, balanced and challenging curriculum. "All teachers are teachers of Special Educational Needs" (Code of Practice 2014) by:
 - providing a safe environment where children are able to progress at their own pace;
 - providing adequate and efficient support and resourcing for all pupils with SEN;
 - corresponding with all SEN requirements contained in Part 3 of the Children and Families Act 2014, the SEN Code of Practice, 2015, The Equality Act, 2010, The Special Educational needs and Disability Regulations 2014

What are 'Special Educational Needs'?

How do we identify children with SEN?

We recognise that children learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We understand that many pupils, at some time in their school life, may experience difficulties affecting their learning, and we recognise that these may be long or short term. At Christ the King Catholic Primary School, we aim to identify problems as early as possible and provide teaching and learning contexts that enable each child to achieve their full potential. The earlier action is taken, the more responsive the child is likely to be.

Any of the following can trigger a concern:

- Parent/Carer



- Child
- Class teacher
- Widening gap or failure to close a gap between self and majority of class
- Feedback from service providers
- Record transferred from another school
- Baseline and ongoing assessments
- EYFS/KS1 results
- In-house testing and assessment
- Pupil tracking

There are four broad areas of special educational need. These areas are to help the school identify and provide for needs rather than to label a child or put them in a particular category. The needs of the child will be identified with consideration of the 'whole child' not just their special educational needs.

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

Children must not be regarded as having a learning difficulty solely because of the language or form of language of their home is different from the language in which they will be taught. All schools have a duty to make reasonable adjustments in accordance with current Disability Legislation. Children with poor behaviour, looked after children, poor attendees or those with medical need, for example, will not necessarily be considered as having special educational needs. There may be a range of considerations that impact on progress and attainment but these, in isolation, are not SEN issues.

How do we assess children with SEN

We view our special needs provision as an on-going, developing process. The SEN Code of Practice 2015 sets out a graduated response to meeting children's special educational needs and to determining the level of help they receive. (Further details are available under "Provision" below.)

To assess children with SEN we may:

- Use baseline and assessment records from previous schools and settings to identify needs;
- Use a range of formal, standardised (against norms for children's age group) assessment tools;
- Monitor progress across terms and years to identify need as early as possible and provide effective support;
- Observe children in class settings as they attempt work in lessons, and across a variety of situations.
- discuss children's progress with teachers, support staff, parents and SENCO;
- Adopt a whole school approach to the identification, assessment and provision for children with special educational needs;



- Incorporate special educational needs procedures including Individual Education Plans (IEP) into curriculum planning;
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement and give sufficient information for carefully planned progression at every stage;
- Track and monitor provision and procedures which have been put into place to ensure children with SEN make significant progress as they move through the school.
- Outside agencies, for example SALT, OT, Physio and EP complete assessments and feedback into reports for provision

Provision: How will we ensure access to the Curriculum?

A graduated approach to support Quality First Teaching is an entitlement for every child. Children who are falling behind their peers and therefore causing concern, will be monitored by teachers and senior leaders and supported with school resources. After assessment, initial concerns are discussed between parent and teacher and recorded as a Raising Concern.

- The Teachers and SENCO ensure all those involved with children with special educational needs work as a team to support the child's learning
- Provide appropriate in-class support which enables all children to have access to the whole curriculum, including the National Curriculum and Early Years Foundation Stage.
- We develop an effective partnership between school, parents and Teaching Assistants to encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- identify and address pupils' needs through the graduated approach and the four-part process of assess, plan, do, and review; ensuring that there is careful monitoring and assessment of pupils throughout their time at the school

Should the difficulties continue, children within the Early Years Foundation Stage are identified, assessed and provided for, through Early Years Support. Pupils in Year One and above through SEN support. After one or two cycles of intervention a child may still be experiencing difficulties. The SENCO, Teachers and parents will decide if an expert opinion is needed to advise the Teachers and SENCO of what would help the pupil to make progress.

After a period of time allowing for more cycles of intervention, a decision will then be made with the family if it is necessary to apply for an Education, Health and Care Plan. Should that application be successful they will be given enhanced provision.

What are the specialist facilities we can provide?

- The entire school site is accessible to wheelchair users: and we have added a ramp to one of the playground play shelters for wheelchair access.
- There are two disabled toilets in school, suitable for pupils and adults, and large enough also to be a changing room for pupils.
- Following advice from the inclusion team at Reading Borough the site has been made friendly for people with impaired vision by highlighting sharp edges and trip hazards in high visibility paint.
- The head teacher regularly inspects notices, displays and teaching resources to ensure that they are accessible to the colour blind.
- The school lunch hall has labels for ASD children. We run Quiet club and playleaders during lunch.
- Social skills groups are run by the Pastoral Support Assistant.
- Emotional Literacy Support Assistant is available for children.
- We have daily Sensory Circuits which includes a hand massage, pictorial timetables and Social Stories for the children
- Our Family Worker provides an available ear for SEN parents.



How do we allocate resources?

- The SENCO is non-class based and she works half of the week devoted to SEN in school.
- Where children with SEN need a high level of adult help to access lessons, and we have addressed their problems in groups, we are able to provide an assistant to help them at a lower ratio. However, it is not the only help available. Where children require specialist help available from the local borough and other places is called in as necessary, for example the sensory consortium support us with our children who are visually impaired or who suffer hearing loss.
- We organise and facilitate specialist training for the adults who work with particular children or where need indicates that further training would be beneficial.
- An annual budget is allocated to SENCO for consumables or equipment to help address the special educational needs arising that year.

Admission Arrangements

Children with Education, Health and Care Plans which name Christ the King have priority in our admissions process. All pupils benefit from a transition programme which includes home visits and visits to their previous setting where appropriate and practical. Prior to admission it is usual for the individual pupil with SEN to have a social story prepared for them and a chance to meet their new teacher.

Children with SEN but without an EHCP similarly have an opportunity to visit the school. The SENCO will discuss their needs and achievements with their previous teachers, SENCO or Portage Worker. If not already sent, their paperwork is requested, so details of previous IEP's and visits from external agencies are passed on

What are the roles and responsibilities in school?

The Governors

Working together the Governors and Headteacher ensure the needs of SEN children are being met. The Governing Body, in consultation with the Head Teacher, evaluates the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work.

The Governing Body, having regard to the Code of Practice:

- Ensure appropriate provision is made for any child with SEN
- Ensure all children, including those with SEN have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEN provision
- Ensure that pupils with SEN are fully involved with school activities
- Ensure they are involved in developing and reviewing SEN Policy

The Head Teacher

The Head Teacher is responsible for the day-to-day management of all aspects of the school's work, including provision for special educational needs. The Head Teacher keeps the Governing Body informed of all developments with regard to SEN.

Special Educational Needs Coordinator

The role of the SENCO involves:

- Overseeing the day-to-day operation of the school's SEN policy



- Ensuring an appropriate budget allocation to meet SEN. Applying for Top Ups for children with EHCPs.
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEN.
- Monitoring the progress of children with SEN alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEN
- Maintenance of the SEN provision register
- Liaising with parents of children with SEN
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEN is collected, recorded and updated
- Overseeing the pupil profile, IEP and review process for both statemented and non-statemented children.

Teachers

Clearly identify the role of teaching and support assistants. They will:

- Be aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEN
- Work with the SENCO to decide the action required to assist the pupil to make progress
- Work with the SENCO to collect all available information on the pupil
- Develop and review IEPs for pupils
- Work with SEN pupils daily to deliver the individual programme set out in the IPP
- Develop effective relationships with parents
- Encourage pupils to participate in decision-making
- Be involved in the development and review of the school's SEN policy
- Continuously assess pupil progress and identify the next steps to learning
- To keep parents informed of pupil progress
- Work with the SENCO to identify their own training needs around SEN

Teaching Assistants and Learning Support Assistants

- Provide relevant support to identified pupils
- Run targeted interventions for groups
- Develop positive working relationships with parents and professionals
- Assist with the recording, monitoring and evaluation of pupils' progress
- Assist with the identification and effective provision of appropriate resources
- Attend liaison, team and service meetings and undertake appropriate INSET
- Work alongside the SENCO and teaching staff in the preparation of IEPs.

Pupil Participation

The school actively encourages the involvement of children in their education. We:

- Involve the child in decision making regarding the methods by which their individual needs will be met
- Invite the child to attend all or part of review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan with the child
- Encourage the child to comment on his or her SEN provision through an appropriate medium
- Involve the child in the implementation of the IEP.
- Aim to further develop the child's self-confidence and self-esteem.



Parent/Carer Participation

The school actively encourages and recognises the rights of parents/carers in terms of their involvement in the provision for their child's special educational needs. We;

- Involve the parent/carers in decision making regarding the methods by which their child's individual needs will be met
- Invite the parent/carers to attend all review meetings
- Discuss the purpose of assessment arrangements and the implications of the Individual Education Plan (IEP) with the parent/carers providing them with a copy of the IEP
- Encourage the parent/carers to be actively involved in working with their child to achieve the targets set in their IEP
- Encourage the parent/carers to comment in writing on their child's SEN provision
- Ensure the parent/carers are aware of their rights to appeal regarding aspects of their child's SEN provision
- Aim to further develop the parent/carers' confidence in the provision made for their child's special educational needs.

How do we train our staff for teaching Special Educational Needs Children?

The Special Educational Needs Policy are subject to regular whole school review and evaluation. One meeting each year, to which designated governors are invited, is set aside to discuss and review SEN issues. The SENCO (Head Teacher or representative) attends relevant courses and ensures all staff are familiar with developments in SEN. All staff must notify the SENCO if they need further training in school procedures or support for children. Training, for both teaching and non-teaching staff is provided as necessary and the SENCO ensures all staff are aware of training available within the LA Continuing Professional Development Programme as well as from outside agencies and charities. Priorities for training with regard to SEN will be specified within the School Improvement Plan. The Inclusion Manager gives feedback to the Governing Body on SEN provision in termly Headteachers reports. Governors have access to SEN training.

Writing Individual Provision Profiles (IEPs)

IEPs are written and reviewed two or three times a year with parents and where appropriate, the pupils. IEPs include:

- Up to three short-term targets relating to addressing the key barriers to learning for the child.
- Opportunities to write a 'pupil friendly' IEP
- Pupil (where appropriate) and parental comments
- The teaching strategies to be used
- The provision to be put into place
- The child's attitude and effort to work
- Timescales to achieve targets
- When the plan is to be reviewed
- Outcomes (to be recorded when the IEP is reviewed).

Conducting IEP Reviews

At the IEP review meeting the child's progress towards meeting the targets set are discussed with parents and where appropriate, the child themselves, and new targets identified

How do we help children engage in the life of the school?

We think it is very important children can engage fully in the life of the school.

- We have adapted areas of lunchtime to the benefit of all pupils, but it ensures Autistic children are comfortable, with visual resources and a change in the hall time arrangements. We have a quiet lunchtime club and Playtime leaders from Years 5 and 6 in school.



- Members of staff sometimes volunteer to assist children who would like to stay in school and attend after school clubs.
- Out of school visits are checked to see if they are safe and accessible for SEN children. We endeavour to talk to the staff at the venue to check they are capable of making any arrangements. We put extra staffing on trips to help accessibility or ask parents to join in to support
- The High Needs children can go on an additional specially designed trip with the ARK Resource children.
- All children are included in trips for example: Rushall farm and Ufton Court to encourage them to participate, independently where possible, in a Forest School- type Curriculum.
- All SEND children are supported to join in with PE lessons and all other areas of the curriculum

How do we use help from other agencies?

The school works closely with Brighter Futures for Children (BFfC). Which contains staff from the Health Authority, Educational Welfare and Social Services who work in partnership to help the children. The Educational psychologist based with BFfC is involved with children who need more help.

Other Specialists include:

- Educational Psychologist
- Speech and Language Therapist
- Behaviour Support
- ARK Resource Manager (assists with high need and ASD children)
- Teacher of the Hearing Impaired
- Pre-school Portage Workers
- Massage therapist
- Art therapist
- Primary Mental Health support team worker
- Early Years Advisor

The school values the importance of developing effective relationships with other neighbouring schools and Secondary Schools. We are developing links with Special Educational Schools recently.

How do we monitor this policy and the SEN provision?

This document is subject to annual review as part of the cycle of whole school self-evaluation. All staff are involved in the review, development and evaluation of the SEN policy and guidelines, including the school's procedures for identifying, assessing and providing for children with Special Educational Needs. Its effectiveness is considered in light of the following performance indicators:

- Levels of scaffolding by task and by outcome reflected in weekly planning and evident in lesson observations
- Measurable progress made by individual children
- Monitoring reports on classroom observations prepared by Head Teacher and assistant head teachers
- Termly evaluations of the quality of IEPs
- Collation of children's and parent's/carer's comments following review meetings.

What is our Complaints Procedure?

The school's complaints procedure is outlined in the School Procedure. The SEN Code of Practice outlines additional measures the LA must set up for preventing and resolving disagreements. Parents/carers will be given the necessary information upon request

Policy Management

Policy owner	Headteacher
Approval level:	FGB/
Date of next review	December 2025
Review cycle	Triennial
Type of Policy:	Statutory
Template Based on:	The School / Judicium / The Key/ Catholic Education Services / RBC
Statutory Guidance	<i>SEND Code of Practice</i>