



**CHRIST CHURCH CE PRIMARY SCHOOL**

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**Policy for  
SEND**

**Original Policy Date: 07 07 14**

**Last Review Date: 03 09 18**

**Next Date for Review: 05 09 19**

## **Aims:**

The Special Educational Needs and Disability (SEND) Policy is a key part of a successful inclusive school. There is a shared expectation that all pupils regardless of their specific needs should be offered inclusive quality teaching which will enable them to make the best possible progress and feel that they are a valued member of the wider school community.

The SEND policy outlines how Christ Church aims to meet the additional needs of all children. The School offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and health problems or sensory and physical needs.

We aim to provide induction, training, coaching and support to help teachers achieve good practice in teaching all children. This is achieved by:

- working with parents, children and staff
- monitoring plans, lessons and books,
- providing interventions, and seeking external advice

This is to ensure that all children receive the provision they require.

It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation.

**The Special Needs Co-ordinator is Mrs Stephanie Smith.**

## **Sections**

1. Principles of SEN
2. Roles and responsibilities
3. Appendices.

The term teacher refers to all adults in school from this point onward.

## **Section 1: Principles of SEN**

### **Definition:**

As defined by the Children's and Families Bill 2013 and SEND Code of Practice 2015.

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 so do if special educational provision was not made for them (Clause 20 Children and Families Bill). This is a broad definition covering children and young people from 0- 25 years of age. Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition. Special educational provision means: educational provision which is additional to, or otherwise different from the educational provision made generally for children of their age.

### **Principles**

#### **1. A child with SEND has their needs met by:**

- a. Early identification
- b. Specialist teaching
- c. Education Health and Care Plans (EHCP)

#### **2. The views of the child are sought and taken into account through:**

- a. Children are involved in the decision making process about SEN provision

#### **3. Parents have a vital role to play in supporting their child's education**

- a. Working in partnership
- b. Valuing parents/carers views and contributions.
- c. Keeping parents/carers fully involved.

#### **4. Children with SEND are offered full access to a broad, balanced and relevant education through:**

- a. Admission Arrangements
- b. Equal opportunities
- c. Accessibility

## Details of Core Principles

This section breaks down the principles above into details.

### **1. The needs of SEND children may be met in Christ Church by:**

#### **a. Early identification**

- Children will be identified as having SEND through the SEN Support Identification Process (Appendix 1 of the SEND Report)
- Children with SEND have identified difficulties in a number of categories (Appendix 2 of the SEND Report) that call for special provision to be made.
- Concerns are noted by the class teacher/Parents/carers or External Agencies.
- The class teacher puts in place appropriate provisions within Quality First Teaching (QfT).
- Parents/carers are informed of concerns and provisions but consent is not required at this stage of QfT.
- The impact of these provisions is reviewed within a short period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/ school leaders or external agencies, agree further strategies to support the child towards agreed outcomes. These are recorded on the Initial Concerns Form / Record of Meeting with Parent Form (Appendix 3a & 3b ) on the Interventions Page of Pupil Tracker
- At Christ Church this may be at the level of Pre-SEN Support depending on the intervention put in place and the length of time an intervention has been on-going.
- Examples of possible interventions at this Pre-SEN stage can be seen in Appendix 4 of the SEND Report.
- Class teachers or the SENCO may have anonymous discussions for advice with external agencies, for example the school's Educational Psychologist or Behaviour & Learning Support team, Literacy Support Service etc. to aid implementation of in-school support. No names will be mentioned at this stage without parental consent. If any further specialist/external action is deemed suitable, parents will be contacted and parental permission will be sought.
- Progress is reviewed within an agreed period. Where there is good progress, the child returns to regular tracking. Strategies may stay in place if appropriate long term. If some progress is made this cycle can be repeated.
- Where little or no progress is seen the class teacher and parents/carers, in consultation with SENCO/Phase or Year leaders or External Agencies arrange a TAC to agree further strategies, or to move to the SEN Support stage of the process which involves the child participating in extra, funded provision that is different to that of their peers.
- Where children have been at SEN Support but there are still concerns about progress and/or attainment, then an Education Health and Care Plan may be considered (see 1c).

## **b. Specialist teaching**

Teachers adapt to the needs of the learners:

- Teachers may provide interventions that are *additional to or different from* those provided as part of the schools usual differentiated curriculum (See page 5 of the SEN Information Report).
- Further details on resources that may be available are stated in the SEN Information Report (Local offer) which is also published on the school website.
- The work is well-matched to the full range of learners' needs demonstrating a range of strategies to support the children's learning.
- Triggers for interventions are underpinned by evidence about the child, regarding progress and specific difficulties and consultations with parents, appropriate personnel or external agencies (see 1a above).
- Advice from outside agencies is incorporated in the teaching.
- Support and advice from External Agencies is sought by the SENCo/class teacher where deemed appropriate.
- Parental consent will be gained at this stage for any referral to external agencies for a specific child.
- Parents/Carers, SENCo, class teacher and outside agencies, work collaboratively to decide appropriate interventions and desired outcomes.
- Targets, incorporating recommended advice are established on Intervention records/ the Interventions page and a Support plan on Pupil Tracker.
- Support Plans reviewed termly on a cyclical basis (plan, assess, do, review).
- Details and information about the child *may* be recorded on a Personal Passport, generic to both education and health which can serve as a record of the child's circumstances, needs and targets.
- Strategies and advice are followed by teachers to ensure targets are met.

## **c) Education Health Care Plans (EHCP)**

- If a child continues to demonstrate significant cause for concern, a Team Around the Child (TAC) meeting to discuss the potential need for an EHCP will be arranged including the parents/carers, SENCO and all relevant agencies. During the TAC meeting 'next steps' will be agreed and managed by the appropriate agency.
- A range of written evidence is collected and submitted from all parties involved with the child's education and health provision.
- For children on EHCPs, how best to meet their needs will be decided through collaboration between the parents/carers, education, health and care professionals.
- The EHCP is reviewed annually and targets are set termly in conjunction with teachers, SENCo, case managers and parents/carers

**2. The views of the child are sought and taken into account through involving children in the decision making about SEND provision by:**

- Target setting
- Assessing progress
- Contributing to the Initial Concerns Record, and annual reviews.
- Contributing to school reports where appropriate or whenever deemed suitable in supporting provision.
- Contributing to Pupil Passports.

**3. Parents/Carers have a vital role to play in supporting their child's education through:**

**a. working in partnership with the school and other agencies through sharing**

- Concerns using the Parent/Carer Concerns Form and/or formally or informally in meetings or discussions with the class teacher.
- Information
- Progress
- Responsibility

**b. Parents/Carers contributions are sought through:**

- Parent meetings, Initial Concerns meetings, Individual Behaviour Plan meetings, Record of Meeting with parent sheets, Support Plan reviews, EHCP reviews, informal conversations, any written format or any other method deemed suitable by all parties. There will be recognition of the need for flexibility in the timing and structure of meetings.

**c. Keeping parents/carers fully involved**

The school will:

Make parents aware of procedures and how to access support in preparing for their contributions (see SEN Information Report on the school website and Wandsworth THRIVE online Service and THRIVE online Local Offer) ([www.wandsworth.gov.uk/thriveonline](http://www.wandsworth.gov.uk/thriveonline)), ([www.wandsworth.gov.uk/localoffer](http://www.wandsworth.gov.uk/localoffer)).

- Make sure that parents/carers are given documents to discuss prior to meetings.
- Share information about pupil progress
- Inform parents of any changes
- Share SEN Support Plans with parents termly.
- Hold ECHP/Statement reviews annually

Parents may not be informed of initial anonymous advice seeking from external agencies but where further action is required all referrals and named discussions will only take place with

parental consent.

#### **4. Children with SEND are offered full access to a broad, balanced and relevant education through:**

##### **a. Admission Arrangements.**

- There are not different admission arrangements for pupils with SEN who do not have statements (see admissions policy).
- Children applying with statements/EHCPs will have their needs assessed and admission agreed in line with the DFE admissions policy and SEND Code of Practice 2015, gaining priority admission if the school is able to provide for their needs.

##### **b. Equality**

- All pupils have an equal opportunity to engage in the curriculum.
- All pupils follow the expected behaviour policy as appropriate for their specific needs (see Behaviour Policy) or follow guidance and support from outside agency where appropriate.

##### **c. Accessibility.**

- An accessible curriculum is provided for all individual pupil needs (See Accessibility Plan).

### **Section 2: Roles and responsibilities.**

Overseeing the provision of SEND within the school is the responsibility of the governors and the head teacher. The governors and head teacher delegate responsibility to the co-ordinator for Special Educational needs (SENCo). The named responsible person is Mrs Stephanie Smith  
The SENCo is responsible for:-

- The day-to-day running of the SEND policy.
- Monitoring
- Assessing
- Coordinating the provision for pupils
- Maintaining the school's SEND records for identified pupils
- Liaising with and advising teachers about SEND planning, provision, resources, approaches etc.
- Liaising with parents of children with SEND.
- Liaising with external agencies
- Contributing to the in-service training of staff.
- Reporting to the governing body on SEND policy.
- Managing the SEND budget set for purchasing specialist resources.

### **Section 3: Appendices**

### **Appendix 1**

# SEN Support Identification Process

## Step 1

Regular assessment and tracking of all pupils at pupil progress meeting shows less than expected progress despite QFT; or concerns raised regarding emotional well-being or behaviour (note A)

Parent/carer/outside professional raises a concern

## Step 2

Class teacher completes **initial concerns record**, meets with parent/carer/child and records agreed actions and completes **notes of initial concerns meeting**

Class/subject teacher leads on setting outcomes and plans QFT and 'extra support and other rigorous interventions' targeted at areas of weakness. (B & C)

## Step 3

**Review**

**Good progress.**  
Return to regular tracking

**Some progress** made. Repeat cycle **once** more

**Less than expected progress** towards agreed outcomes despite QFT targeted at areas of weakness

Communicate with parents (D)

## Step 4

**Class teacher, working with Senco:**

1. Carries out further assessment to provide clear analysis of pupil's needs. (E)
2. Agree whether the child has a learning difficulty which requires SEN Provision (F)

## Step 5

**Not SEN** currently  
Underachieving  
Address other causal factors  
eg attendance

**SEN**  
Begin cycle 1 at SEN support and use **SEN Support Record**  
Formally record at SEN and inform parents

## **Appendix 1 continued**

### **Explanatory notes on SEN Support Identification Flowchart**

A. The Code of Practice (June 2015) identifies less than expected progress as progress which (page 84):

- 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

It can 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.

B. SENCo to advise/support the class teacher to ensure pupil is receiving quality first teaching appropriate to their needs. e.g. differentiation, targeted feedback, use of in-class support. Has the class teacher been provided with advice, support and training to support this pupil?

C. QFT might include targeting a small group for focused teacher input 2 times per week or use of a particular resource. Class/subject teacher led interventions involving working outside the classroom can be included at this stage. This should be agreed with the parent at the Initial Concerns Meeting.

D. 'Communicate' – ie let parents know results of your review in a timely manner, but this might not be a formal meeting which would probably be best held when further assessment/information in school has been carried out

E. Assessment can include: review of records and any earlier interventions; structured observations of child undertaking work in area of weakness ; analysis of samples of relevant work e.g. mis-cue analysis, ABC behaviour log, audio recordings; use of school screening and assessment tools; could include specialist assessment depending on severity/type of need.

F. Definition of SEN in Code of Practice 2015 ( page 4-5)

## **Appendix 1 continued**

*"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 him or her. (This is provision over and above what is described in notes B and C above)*

*A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*

*has a significantly greater difficulty in learning than the majority of others of the same age, or (ie compared to national averages)*

*has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools."*

## **Appendix 2**

Children and young people with SEN may need extra help because of a range of needs. The 0-25 SEND Code of Practice set out four areas of SEND:

**Communicating and interacting** – for example, where children and young people have speech, language and communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.

**Cognition and learning** – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one particular part of their learning performance such as in literacy or numeracy.

**Social, emotional and mental health difficulties** – for example, where children and young people have difficulty in managing their relationships with other people, are withdrawn, or if they behave in ways that may hinder their and other children's learning, or that have an impact on their health and wellbeing.

**Sensory and/or physical needs** – for example, children and young people with visual and/or hearing impairments, or a physical need that means they must have additional ongoing support and equipment.

Some children and young people may have SEN that covers more than one of these areas.

## Appendix 3a

### Initial Concerns Record

Started by class teacher on:

### Pupil information

- This form will be shared with all professionals & parents/carers involved with child

Name:	Dob:	Year group:	Class teacher:
Attendance % Punctuality:	Exclusions		Pupil Premium / CLA / EAL
Specialist services: Health / Education / Social Services		Medical information:	

### Achievement data – please complete as felt to be relevant.

EYFS Profile scores												
Year												
Attainment	R	W	M	R	W	M	R	W	M	R	W	M
NC/P levels												

### **Baseline information** – provide detail where there is an area of relative strength or difficulty

<b>Language</b> – Speech sounds / Expressive / Receptive / Social and functional
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<b>Literacy</b> – Phonics phase reading/ Phonics Phase spelling/ HfW reading/ HfW spelling/ Comprehension/ Book Band Level/ Letter formation/ Other
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<b>Numeracy</b> – Shape, space & measure/ Calculation/ Data handling/ Number/ Using & Applying/ Other
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<b>Behaviour for learning</b> – Concentration/ Co-operation/ Independence/ Engagement/ Confidence/ Self-esteem/ Organisation/ Self-control/ Age appropriate behaviour/ Other
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## Appendix 3a continued

**Differentiation in place over time** What action has already been taken through curriculum differentiation to address the child's needs, i.e. modification to teaching approaches, classroom organisation, behaviour management strategies, provision of ancillary equipment and aids?

<b>Differentiation</b>	<b>Impact -</b>
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### Additional observations

From parents / support staff / previous teacher / lunchtime supervisors
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**List individual assessments completed to support identification of need,** including behaviour plans, standardised assessments (reading/spelling age)

Test	Date	Outcome

Have you spoken to the parents? **Yes / No**

**Note of initial concerns meeting – pre SEN support** - This form will be shared with all professionals & parents/carers involved with child

Date of meeting:	Present:
What are the parents' views?	
What does the pupil think?	
What are pupil's strengths?	

<b>What are the desired outcomes for the pupil's progress for this period?</b>
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### Appendix 3a continued

<b>Provision: targeted QfT/interventions</b>
<b>Review Date (3 – 6 weeks):</b> Parent present: Yes / No If no, how will review be communicated with parent/carer?
<b>Progress towards outcomes:</b>
<b>Review decision:</b> <b>Return to school monitoring / further class teacher led intervention / move to SEN support</b> , in which case list follow-up actions required: e.g. referral to other professionals, further assessment, TAC
<b>What are the desired outcomes for the pupil's progress for this period?</b>
<b>Provision: targeted QFT/interventions</b>
<b>Review Date :</b> Parent present: Yes / No If no, how will review be communicated with parent/carer?
<b>Progress towards outcomes:</b>
<b>Review decision:</b> <b>Return to school monitoring / further class teacher led intervention / move to SEN support</b> , in which case list follow-up actions required: e.g. referral to other professionals, further assessment, TAC

## Appendix 3b

### CHRISTCHURCH PRIMARY SCHOOL

#### RECORD OF MEETING WITH PARENT / GUARDIAN / CHILD (DELETE AS APPLICABLE)

NAME OF CHILD:	CLASS:	DATE:
REASON FOR MEETING:		
KEY POINTS IN DISCUSSION:		
FUTURE ACTION:		

#### SIGNED

- TEACHER:
- CO - ORDINATOR:
- HEADTEACHER:

ROMWPAR

## Appendix 4

### Parents/Carers Concerns Form

Dear Parent/Carer,

We understand sometimes as a parent/carer you may have concerns about your child, and be unsure how they are getting on at school. Or, you may have worries about your child's behaviour at home or their general development.

Your child may be struggling with coming in to school, classwork, homework or maybe having difficulties at home and you need someone to talk to about it.

This form has been put together to help you talk to the school about

- How your child is getting on/progressing at school? And or
- Any concerns/worries about your child at home/school that you would like to talk about with the class teacher?

This form is **completely optional**. You may want to fill it in, write on it or just have it to help you think about questions you may have, or any information you may want to give the school.

**You can write in the boxes below or put a tick next to the points that apply to your child:**

Your child's behaviour at home/school:

	<ul style="list-style-type: none"><li><input type="checkbox"/> Does your child take part in things? Or are they clingy?</li><li><input type="checkbox"/> Are anxiety levels unusually high?</li><li><input type="checkbox"/> How well is your child able to sit still, focus and undertake an activity?</li><li><input type="checkbox"/> How well is your child at sharing/not going first?</li><li><input type="checkbox"/> What is your child's behaviour like at home?/at school? (Is there a difference?)</li></ul>
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Eating and sleeping:

## Appendix 4 continued

	<ul style="list-style-type: none"><li><input type="checkbox"/> Concerns with feeding/eating (fussy/not eating?)</li><li><input type="checkbox"/> Sleeping a lot?</li><li><input type="checkbox"/> Not sleeping much?</li></ul>
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Sensory (reaction to touch, pain, light, sound, foods):

	<ul style="list-style-type: none"><li><input type="checkbox"/> Hearing/listening</li><li><input type="checkbox"/> Over/under-reaction to touch/sound/light – other senses</li><li><input type="checkbox"/> What is their co-ordination/spatial awareness like? (running/awareness of objects)</li></ul>
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## **Parents/Carers Concerns Form**

Academic progress (over or under-achieving/learning: academic/non-academic):

	<ul style="list-style-type: none"><li><input type="checkbox"/> Delayed speech/unusual speech</li><li><input type="checkbox"/> How well does your child retain information?</li><li><input type="checkbox"/> Does your child looking at books/reading/undertaking learning activities</li><li><input type="checkbox"/> How is your child getting on with reading, writing, spelling?</li></ul>
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## Appendix 4 continued

### Social interaction/communication (with family, friends, teachers):

	<ul style="list-style-type: none"> <li><input type="checkbox"/> Perception issues (cognition/learning)</li> <li><input type="checkbox"/> Social interaction issues</li> <li><input type="checkbox"/> Emotional expression/concerns with over or under expression</li> <li><input type="checkbox"/> Issues responding to others/social cues</li> <li><input type="checkbox"/> How does your child fit in with family/peers/staff they're in contact with?</li> <li><input type="checkbox"/> How does your child react to new encounters/people? Do they enjoy meeting new people?</li> <li><input type="checkbox"/> How well can your child communicate their needs to others?</li> <li><input type="checkbox"/> How does your child express to you how they are getting on at school?</li> </ul>
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### Organisation:

	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is your child's memory like?</li> <li><input type="checkbox"/> How does your child process information?</li> <li><input type="checkbox"/> How does your child organise their things?</li> <li><input type="checkbox"/> How well do they get themselves dressed/ready to go out/bedtime?</li> </ul>
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### Medical:

	<ul style="list-style-type: none"> <li><input type="checkbox"/> What is their general health like?</li> </ul>
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For further information/discussion you can always contact the following websites:

IPSEA: <http://www.ipsea.org.uk/>

Parent Partnership: [www.wandsworth.gov.uk/pps](http://www.wandsworth.gov.uk/pps)

### Appendix 5



Individual Behaviour Support Plan. Start date: \_\_\_\_\_ Review date: \_\_\_\_\_

Name: \_\_\_\_\_ Class \_\_\_\_\_

Behaviours needing support	Known triggers / warning signs	Preventative support / strategies
1.	1.	1.
2.	2.	2.
3.	3.	3.
Targets	Support / strategies	Good behaviour recognition for achieving targets
1.	1.	1.
2.	2.	2.
3.	3.	3.
Consequences for not achieving targets	Crisis Plan. Behaviours	Actions/who
1.	1.	1.
2.	2.	2.
3.	3.	3.