



## **Special Educational Needs and Disability Information Report**

Date: September 2018

Review date: September 2019

At Christ Church Primary School we aim to deliver high quality provision that meets the needs of **all** our children.

The National Curriculum 2014 states:

*Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.*

*A wide range of pupils have special educational needs, many of whom also have disabilities. Lessons should be planned to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum.*

*The National Curriculum in England Framework document July 2014 (4.1, 4.3)*

The **Inclusion Leader** (Special Educational Needs Coordinator) is Mrs Victoria Anderson - Headteacher.

The **SEND link Governor** is Mrs Rachel Knight.

<p>What are the aims of this report?</p>	<p>At Christ Church Primary School we aim:</p> <ul style="list-style-type: none"> <li>❖ to make reasonable adjustments for those children with a disability by taking action to increase access to the curriculum, the environment and to printed information for all</li> <li>❖ to ensure that children with SEND engage in the activities of the school alongside children who do not have SEND</li> <li>❖ to reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement <a href="https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum">https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum</a> and by, for example, providing a dyslexia friendly learning environment</li> <li>❖ to use our best endeavours to secure special educational provision for children for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum</li> <li>❖ to request, monitor and respond to parent/carer and child's views in order to evidence high levels of confidence and partnership</li> <li>❖ to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development</li> <li>❖ to support children with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of children. See 'Supporting children with Medical Needs Policy' and also the DfE document <i>Supporting Pupils at School with Medical Conditions</i> December 2015 <a href="https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf">https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf</a></li> <li>❖ to work in cooperative and productive partnership with Staffordshire Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners</li> </ul>
<p>What do we mean by 'Special Educational Needs' or 'Disability'?</p>	<p>At Christ Church Primary School we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:</p> <p><i>SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a <b>significantly greater difficulty in learning than the majority of others of the same age.</b> Special educational provision means</i></p>

	<p><i>education or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.</i></p> <p><i>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'.</i></p> <p><i>This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.</i></p>
<p>What kinds of Special Educational Needs do we provide for at Christ Church Primary School?</p>	<p>Children and young people with SEND have different needs and all are welcome to apply for a place at our school in line with the school admissions policy.</p> <p>If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of children at this school.</p> <p>The four broad areas of Special Educational Needs are described in the SEN Code of Practice (2014) as:</p> <ul style="list-style-type: none"> <li>❖ Communication and interaction</li> <li>❖ Cognition and learning</li> <li>❖ Social, mental and emotional health</li> <li>❖ Sensory and/or physical</li> </ul> <p>If a child already has an Education, Health and Care Plan (EHCP) parents have the right to request a particular school and the local authority must comply with that preference and name the school in the EHC plan unless:</p> <ul style="list-style-type: none"> <li>❖ it would be unsuitable for the age, ability, aptitude or SEN of the child, or</li> <li>❖ the attendance of the child there would be incompatible with the efficient education of others, or the efficient use of resources.</li> </ul> <p>Before making the decision to name Christ Church Primary School in an EHCP, Staffordshire Local Authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a personal budget (direct payment). Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.</p>

<p>How can school tell if children need extra support?</p>	<p>We know when children need help if:</p> <ul style="list-style-type: none"> <li>❖ concerns are raised by parents/carers, external agencies, teachers, or the child's previous school, regarding a child's level of progress or inclusion</li> <li>❖ screening, such as that completed on entry or as a result of a concern being raised, indicates gaps in knowledge and/or skills</li> <li>❖ whole school tracking of attainment outcomes indicates lack of expected levels of progress</li> <li>❖ observation of the child indicates that they have additional needs in one or more of the four broad areas of need listed above</li> <li>❖ a child asks for help</li> </ul> <p>In the past 12 months we have provided support for pupils with a range of conditions such as Speech and language difficulties, Dyslexia, Autism, Attention difficulties, Motor difficulties, Visual and Hearing Impairment.</p>
<p>What should you do, as a parent, if you think your child may have special educational needs?</p>	<p>All parents are listened to. Parents' views and aspirations for their children are central to the assessment and provision that is provided by the school.</p> <ul style="list-style-type: none"> <li>❖ If you have concerns relating to your child's learning then please initially discuss these with your child's teacher. This may then result in a referral to the Inclusion Leader - Mrs Victoria Anderson - Headteacher.</li> <li>❖ You may contact the school to make an appointment <ul style="list-style-type: none"> <li>○ by telephone: 01283 247400 or</li> <li>○ by email <a href="mailto:office@christchurch-burton.staffs.sch.uk">office@christchurch-burton.staffs.sch.uk</a></li> </ul> </li> <li>❖ The child's progress may then be monitored at classroom level (<i>see The Graduated Approach at Christ Church Primary School Sept 2018</i>)</li> </ul>
<p>How does Christ Church Primary school support a child with SEND?</p>	<p>All children are provided with high quality teaching that is adapted to meet the diverse needs of all learners, in a dyslexia friendly environment.</p> <ul style="list-style-type: none"> <li>❖ School makes reasonable adjustments for children with a disability (such as providing auxiliary aids and services) to overcome any disadvantage experienced in school and increase their access to the taught curriculum</li> <li>❖ The quality of classroom teaching provided to children with SEND is monitored through a number of processes that includes: <ul style="list-style-type: none"> <li>○ Classroom observation by the Senior Leadership Team which includes the Inclusion Leader, external verifiers</li> </ul> </li> </ul>

- On-going monitoring of progress made by children with SEND
- Work sampling and planning scrutiny to ensure effective matching of work to pupil need
- Pupil progress meetings with members of the SLT and meetings with the Inclusion Leader who can provide advice about meeting the needs of children with SEND
- Pupil and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records
- ❖ Additional action to increase the rate of progress is identified and put into place. The impact of intervention and strategies is reviewed regularly.
- ❖ Where it is decided in early discussions that special educational provision may be required to support increased rates of progress, parents are informed that their child requires additional support and their partnership is sought in order to improve attainments (*See The Graduated Approach at Christ Church Primary School Sept 2018*). The child's support will be documented on the Classroom Support Plan and monitored closely.
- ❖ Action relating to SEN support follows the: assess, plan, do and review model
  - **Assess:** Information on the child held by the school is collated by the class teacher in order to make an accurate assessment of the child's needs. Parents are always invited to this early discussion to support the identification of action to improve outcomes. This may also include external agencies, medical professionals and so on at an early stage.
  - **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the child will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the Inclusion Leader
  - **Do:** Pupils at SEN support status will have targets recorded on the Provision Map and will have a 'Learning Passport' (one page profile) that will identify the child's strengths and additional needs. Interventions will be delivered with clear targets. Suggestions for parents to support the targets at home may be given. A date for reviewing attainment is arranged.
  - **Review:** Progress towards these targets will be tracked and reviewed at least termly with the child and with parents whose views will be recorded

	<ul style="list-style-type: none"> <li>❖ If progress rates are still judged to be inadequate, despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a child. This will only be undertaken with parent permission and may include referral to one or more of the following: <ul style="list-style-type: none"> <li>○ Special Educational Needs and Inclusion Service (SENIS) Learning Support</li> <li>○ Special Educational Needs and Inclusion Service (SENIS) Behaviour Support</li> <li>○ Educational Psychology Service (EPS)</li> <li>○ Midland's Psychology</li> <li>○ Autism Outreach</li> <li>○ Specialist Support Service: Hearing Impairment (HI)</li> <li>○ Specialist Support Service: Visual Impairment (VI)</li> <li>○ Education Welfare Worker (EWW)</li> <li>○ Speech and Language Therapy (S&amp;LT)</li> <li>○ School Nurse - for referral to Occupational Therapy or Community Paediatrician</li> <li>○ Child and Adolescent Mental Health Service (CAMHS)</li> </ul> </li> <li>❖ In addition, we will involve external agencies as appropriate including health and social services, the Local Support Team, community and voluntary organisations for advice on meeting the needs of children with SEND and in further supporting their families e.g. Harvey Girls</li> <li>❖ For a very small percentage of children, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the Local Authority (LA) to conduct an Education, Health and Care Needs Assessment. This may result in an Education, Health and Care Plan being provided.</li> </ul>
<p>How can school match the curriculum to each child's needs?</p>	<ul style="list-style-type: none"> <li>❖ Teachers plan using children's achievement levels, differentiating and adapting tasks to ensure progress for every learner in the classroom</li> <li>❖ When a child has been identified as having SEND, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily</li> <li>❖ Adaptations may include strategies suggested by the Inclusion Leader and / or external specialists</li> <li>❖ In addition, if it is considered appropriate, children may be provided with specialist equipment or resources such as ICT, a coloured reading ruler for children with dyslexic tendencies and/or additional adult help. All action taken by the class teacher will be recorded and shared with parents</li> </ul>

<p>How does school let parents know how their child is doing?</p>	<ul style="list-style-type: none"> <li>❖ Attainments and progress towards the identified targets and outcomes will be shared with parents at least termly at SEN reviews and also through the school reporting system and Parents' Evenings</li> <li>❖ A home-school diary may be used to communicate with school on a more regular basis</li> <li>❖ Parents are encouraged to arrange an appointment to discuss their child's progress with the class teacher or the Inclusion Leader, at any time when they feel concerned or have information they feel they would like to share that could impact on their child's success. Please contact the school office who will arrange this appointment for you. The contact number is 01283 247400</li> </ul>
<p>How does school help parents to support their child's learning?</p>	<p>Please look at the school website <a href="#">Christ Church Primary School</a> There are links to our Learning Platform, websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the termly curriculum newsletter includes learning opportunities. School organises a number of parents' workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.</p> <ul style="list-style-type: none"> <li>❖ The class teacher or Inclusion Leader may also suggest additional ways of supporting your child's learning</li> <li>❖ The Staffordshire SEND Family Partnership website has links to parent support and networking groups <a href="https://www.staffs-iass.org/">https://www.staffs-iass.org/</a> . Their phone number is 01785 356921 and email is <a href="mailto:sfps@staffordshire.gov.uk">sfps@staffordshire.gov.uk</a></li> </ul>
<p>What support does school provide for children's overall well-being?</p>	<p>Christ Church Primary School offers a wide range of pastoral support for children. This includes:</p> <ul style="list-style-type: none"> <li>❖ An evaluated Personal, Social, Health and Education (PSHE) curriculum that aims to provide children with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and well-being. Please visit our website to see the topics that are included within this area of the curriculum</li> <li>❖ Pupil and Parent voice mechanisms are in place, for example School Council questionnaires and Parent View workshops and these are monitored for effectiveness</li> <li>❖ Individual interventions such as the 'HOPE' programme to support children's well-being are delivered to targeted children. These are identified on the school provision maps and aim to support improved interaction skills, emotional resilience and well-being</li> <li>❖ Children who find outside class times difficult are provided with alternative small group opportunities and action is taken to develop their social interaction skills</li> <li>❖ School has gained Healthy School status which evidences the work undertaken within the school to support children's well-being and mental health</li> </ul>

	<ul style="list-style-type: none"> <li>❖ School implements its Behaviour and Anti-bullying Policy and e-safety Policy ensuring children's safety and well-being</li> </ul>
<p>How does school support my child with medical needs?</p>	<ul style="list-style-type: none"> <li>❖ Children with medical needs are provided with a detailed Health Care Plan, compiled in partnership with the school nurse, parents and hospital medical advisors where appropriate. The child is involved whenever appropriate, as recommended in the Statutory Guidance <i>Supporting children at school with medical conditions</i> (DfE) Dec 2015</li> <li>❖ Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school nurse or diabetic nurse as being competent</li> <li>❖ All medicine administration procedures adhere to Staffordshire local authority policy and Department of Education (DfE) guidelines and are identified in the school medicine administration policy</li> </ul>
<p>What training do the staff supporting children with SEND undertake?</p>	<ul style="list-style-type: none"> <li>❖ In recent years, staff have received a range of training including how to support children with: dyslexia, autism, self-regulation difficulties, speech, language and communication difficulties, visual impairment, hearing impairment, medical conditions such as diabetes, asthma and use of epi-pen. Individual teaching assistants and the Inclusion Leader have been trained to deliver a variety of evidence based programmes such as: <ul style="list-style-type: none"> <li>Speech, Language and Communication <ul style="list-style-type: none"> <li>○ Talking Partners</li> <li>○ Talk Boost</li> <li>○ Elklan</li> <li>○ Wellcomm</li> <li>○ Picture Exchange System</li> </ul> </li> <li>Reading and Writing <ul style="list-style-type: none"> <li>○ Fischer Family Trust Wave 3 Literacy</li> <li>○ Better Reading Partnership</li> </ul> </li> <li>Mathematics <ul style="list-style-type: none"> <li>○ 1stclass@Numeracy for Key Stages 1 and 2</li> </ul> </li> <li>Social, Emotional and Mental Health Difficulties <ul style="list-style-type: none"> <li>○ HOPE</li> <li>○ Mindfulness</li> </ul> </li> </ul> </li> </ul>



	<p><b>Motor Skills</b></p> <ul style="list-style-type: none"> <li>○ Jungle Journey</li> <li>○ Write Dance</li> <li>○ Motor Skills Utd</li> </ul> <p>Mrs Anderson, the Inclusion Leader is a very experienced Special Educational Needs Coordinator and has undertaken specialist training in the following:</p> <ul style="list-style-type: none"> <li>○ SENCo Award Part I and Part II (Post Grad Diploma)</li> <li>○ Nurture Group (Post Grad Cert)</li> <li>○ Attendance at the termly SENCo network meetings</li> <li>○ Provision Mapping</li> </ul> <p>Speech and Language Therapy staff attend school regularly to review and plan support for targeted children. These programmes are then delivered by trained teaching assistants and Mrs Donna Dunn (HLTA).</p> <p>The Chair of Governors, Sue Marbrow, attended training for the SEND reforms 2014 with the SEN link Governor. The SEN link governor, Mrs Rachel Knight, a co-opted Governor, is an experienced teacher, Inclusion Leader and a parent. She has attended training for SEND Governors and meets regularly with the Inclusion Leader.</p>
<p>How will my child be included in activities outside the classroom including school trips?</p>	<ul style="list-style-type: none"> <li>❖ Risk assessments are carried out and procedures are put into place to enable all children to participate in all school activities</li> <li>❖ School makes certain it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity</li> </ul>
<p>How accessible is the school environment ?</p>	<ul style="list-style-type: none"> <li>❖ As a new build (September 2013) Christ Church Primary School conforms to the latest building accessibility regulations including the following features: <ul style="list-style-type: none"> <li>○ Disabled parking space marked and located next to the school reception</li> <li>○ A toilet on each floor adapted to ensure access to children and visitors with a disability</li> <li>○ A medical room to enable a safe place for insulin testing and injections</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>○ Sound field system throughout the school to ensure access to the spoken curriculum for all children</li> <li>○ A family liaison room for family support</li> <li>○ Lift access to all floors</li> <li>○ Chair lift to access outdoor roof space</li> <li>○ Specialist food technology room</li> <li>○ Accessible library and computing area</li> </ul>
<p>How will the school prepare and support my child when moving to the next year group or to a new school?</p>	<p>A number of strategies are in place to enable effective children's transition. These include:</p> <p><b>On entry</b></p> <ul style="list-style-type: none"> <li>❖ A planned induction programme for Nursery and Reception children is delivered in the summer term to support transfer for children starting school or Nursery in September</li> <li>❖ Early Years Foundation Stage (EYFS) Practitioners from Nursery make home visits to meet the family in a familiar setting</li> <li>❖ EYFS teachers from Reception visit the children in their previous nursery settings where possible</li> <li>❖ Parents are invited to a meeting at school and you are provided with a range of information to support you in enabling your child to settle into the school routine</li> <li>❖ The Inclusion Leader meets with all new parents of children who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry</li> <li>❖ If children are transferring from another setting, the previous setting records will be requested immediately and a meeting takes place with parents to identify and reduce any concerns</li> </ul> <p><b>Transition to a new class</b></p> <p>All children visit their new teachers and classes towards the end of the summer term in order to get to know their new teachers and new classrooms. Children who need enhanced transition visit more often, usually with a teaching assistant and sometimes when the classroom is empty. Photographs are taken of the new classroom, the new teacher and teaching assistants and also of the new area of the building if applicable. This is to ensure that the child becomes familiar with the new room and staff members ready for the Autumn term.</p> <p>Your child's class teacher meets with the new teacher in order to transfer information. The Inclusion Leader meets with new teaching assistants and ensures all relevant information is passed on.</p>

	<p><b>Transition to the next school</b></p> <ul style="list-style-type: none"> <li>❖ A transition programme will be provided for children and parents to meet staff in their new school. These opportunities are further enhanced for children with SEND</li> <li>❖ When a pupil with an Education Health and Care Plan is in Year 5, the annual review begins the process where parents are supported to make decisions regarding secondary school choice</li> <li>❖ Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies as appropriate, to ensure information provided is comprehensive but accessible</li> <li>❖ Accompanied visits to other providers may be arranged as appropriate</li> <li>❖ For children transferring to local schools, the Inclusion Leader will meet the SENCo of the new school to discuss the needs of the children with SEND in order to ensure a smooth transition</li> <li>❖ Feedback will be obtained on the effectiveness of the transition process</li> <li>❖ The records of children who leave the school mid-phase will be transferred within 5 working days of the parents notifying us their child has been enrolled at another school</li> <li>❖ Parents will be enabled to consider options for the next phase of education and may like to take advantage of the support offered by the independent Staffordshire School Choice. Information on this service is located on the Staffordshire website at <a href="https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/secondary/FAQs/fagsecondary.aspx">https://www.staffordshire.gov.uk/education/schoolsandcolleges/admissions/secondary/FAQs/fagsecondary.aspx</a></li> </ul>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The school receives funding to respond to children with SEND from a number of sources that include:</p> <ul style="list-style-type: none"> <li>❖ A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit</li> <li>❖ The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of children with SEND</li> <li>❖ The Pupil Premium Grant provides funding for each child registered as <ul style="list-style-type: none"> <li>○ eligible for free school meals at any point in the last 5 years <ul style="list-style-type: none"> <li>▪ £1,320 for primary aged pupils (Ever 6)</li> </ul> </li> <li>○ a child whose parent is in the armed forces for four years (Ever 4) <ul style="list-style-type: none"> <li>▪ £300 per pupil</li> </ul> </li> <li>○ Children in care of the Local Authority who</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>▪ have been looked after for 1 day or more</li> <li>▪ were adopted from care on or after 30 December 2005</li> <li>▪ left care under: <ul style="list-style-type: none"> <li>• a special guardianship order</li> <li>• a residence order</li> </ul> </li> <li>▪ £2,300 per pupil</li> </ul> <p>❖ For those children with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's high Needs SEN funding allocation. This funding is then used to provide the equipment and facilities to support the children with SEND. The range of support offered is identified on the Provision Maps</p> <p>❖ Parents are encouraged to discuss the options available for their child and to make an appointment with the class teacher or the Inclusion Leader</p>
<p>How is the decision made about how much support each child will receive?</p>	<p>❖ For children with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the Inclusion Leader, class teacher and parents</p> <p>❖ For children with an EHCP, this decision will be reached in agreement with parents when the EHCP is being produced or at an annual review</p> <p>In the last 12 months we have had 7 pupils with EHCPs and 3 pupils with Additional Educational Needs funding</p>
<p>How will I be involved in discussions about and planning for my child's education?</p>	<p>This will be through:</p> <ul style="list-style-type: none"> <li>❖ Discussions with the class teacher or the Inclusion Leader</li> <li>❖ During Parent's Evenings</li> <li>❖ Meeting with support or external agencies</li> </ul> <p>SEND Support for 2017</p> <p>In May 2018 the total number of children on SEND register was 42 (plus 8 children whose progress was being closely monitored). This constituted 13% of the number of children on roll.</p>

<p>Who can I contact for further information or if I have any concerns?</p>	<p>If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these need please contact the following:</p> <ul style="list-style-type: none"> <li>❖ Your child's class teacher</li> <li>❖ The Inclusion Leader/Headteacher - Mrs Anderson</li> <li>❖ If your issue remains unresolved then please request a meeting with the School Governor with responsibility for SEND - Rachel Knight. Mrs Knight can be contacted via school 01283 247400</li> </ul>
<p>What support services are available for parents of children with SEND</p>	<ul style="list-style-type: none"> <li>❖ Staffordshire SEND Family Partnership (SFP) offers independent advice and support to parents and carers of all children and young people with SEND. The nearest SFP can be contacted via <a href="mailto:sfps@staffordshire.gov.uk">sfps@staffordshire.gov.uk</a></li> <li>❖ The SFP will also provide information on how to access Independent Support for those parents whose children are being assessed for an EHCP. Independent Support aims to provide guidance to parents regarding the EHCP process.</li> <li>❖ Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decision about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <a href="https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability">https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability</a></li> </ul>
<p>Where can I find the Local Authority's Local Offer?</p>	<p>Staffordshire's Local Offer is part of the <b>Staffordshire Connects</b> website and is a directory of well-being and support services, activities and events for all ages across Staffordshire and Stoke-on-Trent. It can be accessed on line at this address: <a href="http://www.staffordshireconnects.info">http://www.staffordshireconnects.info</a></p>

## References

The **SEN and Disabilities Code of Practice** (June 2014) This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

**Supporting children at school with medical conditions**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

**The Special Educational Needs and Disabilities Regulations 2014** [www.legislation.gov.uk/ukxi/2014/1530/contents/made](http://www.legislation.gov.uk/ukxi/2014/1530/contents/made)

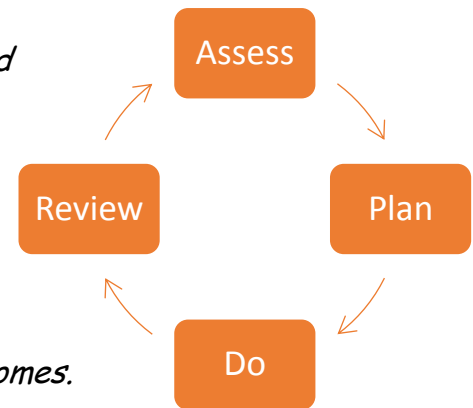
**Glossary** (A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and Disabilities
SENCo:	Special Educational Needs Coordinator
SFP:	Staffordshire Family Partnership



## The Graduated Approach at Christ Church Primary School Sept 2017

*"Where a pupil is identified as having SEN, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEN support should take 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. "*



*The 2014 Revised Special Educational Needs and Disability (SEND) Code of Practice*

### **Quality First Teaching**

All children receive high quality teaching in a broad and balanced creative curriculum, which is differentiated appropriately to meet the needs of all.

### **Documentation and assessment**

*Long term, medium term and short term planning documents which cover the National Curriculum Programmes of Study.*

*Formative assessment is made during teaching and marking to inform next steps.*

*Half termly assessments made and recorded in O Track - Class Track.*

*Termly assessments using Standardised Tests: PiRa (Reading), PUMA (Maths)*

*Baseline EYFS and Statutory Assessment at the end of Key Stages (EYFS, KS1, KS2)*

### **Cause for Concern and Monitoring**

If a child is failing to make expected progress, despite high quality teaching, the class teacher fills in a Cause for Concern Teacher Questionnaire and discusses this with the Inclusion Leader. Then, in consultation with parents and Inclusion Leader, the class teacher arranges for some additional intervention. This intervention is carried out over two half terms and the results will be carefully monitored and recorded on the Class Provision Map. If there are still concerns, it may be necessary to either deliver further intervention or to increase the support and in consultation with parents and the Inclusion Leader, place the child on the SEN register at SEN Support.

### **Documentation**

*Cause for Concern Class Teacher Questionnaire - to be completed by class teacher/*

*Classroom Support Plan - to be completed by class teacher and teaching assistant/*

*Provision Map*



## **SEN Support**

Children who are on the Special Educational Needs register at 'SEN Support' have a Learning Passport (one page profile) which gives a brief description of the child, their strengths, likes and key information about the type of support they need.

Each child has one or more SMART targets which will be recorded on the Class Provision Map and addressed through intervention planned by the class teacher. Work in the classroom is differentiated to ensure progress is made. Provision Maps are evaluated every half term by the class teacher and a copy is given to the Inclusion Leader to be filed in individual pupils' SEN files. At regular intervals during the year (which may coincide with parents' evenings) targets are reviewed with parents and child together as appropriate and success is celebrated.

It may be necessary, in consultation with parents, to access external agency support for some pupils.

Schools are expected to provide the first 10 hours of additional classroom support from their own budget. A few children with additional educational needs may need more than 10 hours of support and may qualify for extra funding to aid with more intensive temporary support. The Inclusion Leader usually applies for this.

## **Documentation**

*Learning Passport/Provision Map*

## **Education Health and Care Plan**

A few children who have severe and complex learning difficulties may need an Education, Health and Care Plan (previously known as a Statement of Special Educational Need). This may be considered when external agency support has not resulted in expected progress over at least two periods of Assess, Plan, Do and Review and may be applied for by the school, parents or any other professional involved with the child. The criteria for Staffordshire are clearly set out within the EHCP documentation and needs must be severe. The application is made by the Inclusion Leader in conjunction with all adults involved with the child, including all external agencies and usually follows at least two Assess, Plan, Do, review cycles.

The process can take up to 20 weeks and results in a legal document which states the type of support the child is entitled to and must receive. The EHCP is reviewed annually with school, parents, child and all external agencies are invited to contribute.

## **Documentation**

*Education Health and Care Plan (or Statement of SEN) - school are legally required to provide the support within an EHCP or Statement of SEN*

*Learning Passport/Learning Programme/Provision Map*





**The Graduated Approach at Christ Church Primary School Sept 2017**

## Cause for Concern

- Assessment
- Cause for Concern Teacher Questionnaire



## Monitor

- Classroom Support Plan
- Intervention
- Review after a term



## Next Step

- Remain at SEN Support (with additional funding if appropriate)
- or
- Return to Monitoring
- or
- Removed from SEN register
- or
- Apply for EHCP



## SEN Support

- Learning Passport
- Provision Map reviewed half-termly
- Targets reviewed with parents at least 3 times per year
- Consult external agencies as appropriate