

Special Educational Needs Policy

The Governing Body of Christ the King Catholic Primary School have adopted this policy following consultation with staff.

Statement of Intent

We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom.

Christ the King Catholic Primary School recognises every child as unique and a Child of God. We believe that all children, including those identified as having special educational needs or disabilities, have a common entitlement to a high-quality and ambitious education. We ensure our broad and balanced curriculum is accessible to all children and that our inclusive provision promotes positive mental health and wellbeing.

Each child's uniqueness is celebrated and they are given opportunities to learn and thrive, developing healthy relationships and securing a foundation for life and future learning. We aim to raise the aspirations of and expectations for all pupils with SEN, through quality first teaching, early identification and through graduated as well as personalised approaches to learning. We respond to learners in ways which take account of their varied life experiences and needs.

We believe that it is vital that our pupils are equipped with the tools needed to become independent, inquisitive learners both in and out of the classroom. Through our Catholic values, we will create an environment where the children will feel safe, happy and build their sense of self-worth.

Our School aims to be:

- a learning community, enabling all individuals to realise their full potential, recognising the primary role of parents in educating their children.
- a caring community, giving time and thought to valuing each and every individual for their uniqueness, within an atmosphere of friendship and understanding.
- Christ the King Catholic Primary School has a named SENCo and a named Governor responsible for SEN. They ensure that the Christ the King Catholic Primary School Special Education Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.
- The School provides a broad and balanced curriculum for all children. 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 secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated

curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014):

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

What are special educational needs?

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 significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational 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. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision- Code of Practice 2014.

Aims

The aims of this policy are:

- to raise the aspirations of and expectations for all pupils with SEN.
- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have Special Educational Needs;
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership;
- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
- to work in cooperation and productive partnership with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Educational inclusion

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN Co-ordinator (SENCo) and individual teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;

- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication, language and literacy;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Identification, Assessment and Provision

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCo and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. ***All teachers are teachers of children with special educational needs.***

The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's pre- school years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the SENCO and class teacher will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.
- Use the assessment processes to identify any learning difficulties.
- Ensure ongoing observation and assessment provides regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

The role of the SENCo

The SENCo's responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy.
- Co-ordinating provision for children with SEN.
- Tracking progress of children with SEN.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEN.
- Liaising with parents of children with SEN.
- Contributing to the in-service training of staff.
- Liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEN.

Monitoring Children's Progress

At Christ the King, our identification process consists of 5 waves.

Wave 1

Teachers carefully monitor children who display areas of concern (e.g. areas where a child is not progressing satisfactorily) and a cause for concern will be passed onto the SENCo who will consult with the class teacher to provide support. When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. In order to help children with special educational needs, we will adopt a graduated response that will bring increasing specialist expertise to bear on the difficulties a child may be experiencing. This will include adapting the learning environment to meet the needs of the child and providing additional intervention. At this stage, the parent will be notified and concerns shared.

Wave 2

If, after a minimum of 2 weeks, the strategies are not having the desired impact and the child needs further support, the SENCo will observe the child and review progress made. This review may lead to the conclusion that a PLP (personalised learning plan) will need to be put in place. The class teacher - after discussion with the SENCo - will then provide additional interventions that are additional to those provided as part of the school's differentiated curriculum and the child will be given personalised learning targets which will be applied within the classroom. These targets will be monitored by the class teacher and teaching assistants within the class and reviewed formally with the SENCo, parents and young person. The SENCo will have responsibility for ensuring that records are kept and available when needed.

Wave 3

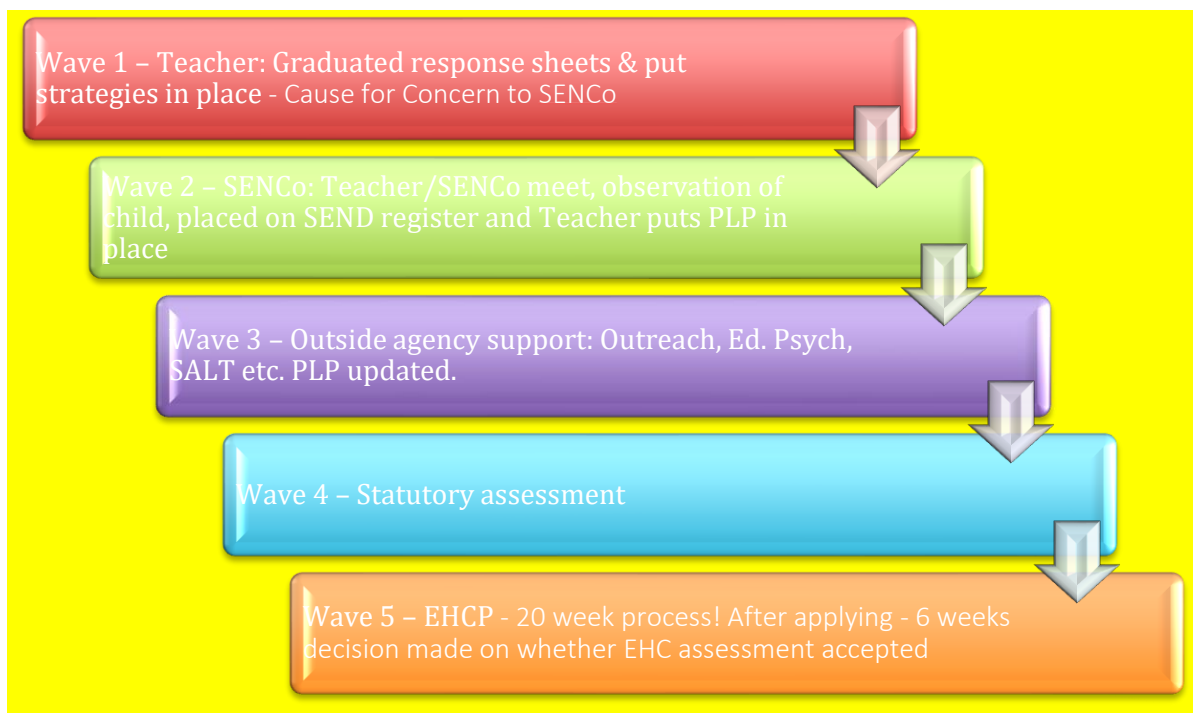
Following this, if the class teacher and SENCo feel that the child is not making the expected progress towards the targets set on their PLPs, this may lead to decision of involving outside agency support. Assistance is sought from specialists outside school, e.g. – speech therapists, OT's, behavioural support. Teaching is now tailored to the child's specific needs and the PLP is updated accordingly. The child's voice should be heard in the process and they should participate in putting the plan together.

Wave 4

Finally, the decision may be made to request a statutory assessment if progress has still not been made following outside agency support. If we refer a child for statutory assessment, we will provide the LA with a record of our work with the child to date.

Wave 5

Following a statutory assessment, the decision might be made to issue an EHCP. The LA considers the need for an EHCP. If appropriate it makes an EHCP and arranges, monitors and reviews the position. If the LA decides not to issue an EHCP, it should consider issuing a Notice in Lieu which sets out reason for decision + supporting evidence from statutory assessment. This should be sent to parents, school and all professionals who gave advice during the assessment process.



The key test of the need for action is that current rates of progress are inadequate.

Adequate progress can be defined in as progress which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Betters the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

Reasons for a child being added to the SEN register may include the fact that he/she:

1. Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
2. Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
3. Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.
4. Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
5. Has communication and / or interaction difficulties, and continues to make little or no progress.
6. Has been assessed by an external agency and advice has, as a result of observation/s and dialogue with parents, been put in place.

Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a

child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education.

Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our policy for special educational needs, the special educational needs information report including the arrangements made for children in our school with special educational needs.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and share the process of decision-making by providing clear information relating to the education of their child.

The Nature of Intervention

The SENCo and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support with TA support.
- Extra adult time to devise/administer the nature of the planned intervention and also to monitor its effectiveness.
- Staff development and training to introduce more effective strategies.

After initial discussions with the SENCO, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. The SENCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

The use of outside agencies

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity, or provide additional specialist assessment. Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period.
- Continues working at National Curriculum levels substantially below that expected of children of a similar age.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service.
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.
- Despite having received intervention, the child continues to fall behind the level of his peers.

School Request for Statutory Assessment or Education Health and Care Plans

A request will be made by the school to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. The evidence will include:

- Previous individual education or learning plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an EHCP (or statement of special educational needs) will be reviewed at the statutory annual assessment. When this coincides with transfer to secondary school, the SENCO from the chosen secondary school will be invited to attend the review.

Annual Reviews

The EHCP review process, often referred to as the annual review, allows professionals to work with parents and carers to judge progress in relation to the child or young person's Education, Health and Care Plan (EHCP), reflecting what is important to the parent/carers and the child or young person.

Review meetings enable all professionals involved with the child or young person to come together and work towards the outcomes/objectives agreed in the plan. This enables everyone involved to:

- reflect on progress
- identify any difficulties that need resolving or changes or adjustments that might be needed
- agree and plan next steps.

At Christ the King, we endeavour to include the child as part of the annual review as much as we can. We value the contribution given by the child as it is **their** EHCP. Children contribute in a variety of ways including; choosing the background music for the meeting, selecting the biscuits, presenting work they are proud of etc.

Personalised Learning Plans

Personalised Learning Plans Strategies employed to enable the child to progress will be recorded within an Individual Learning Plan (ILP) which will include information about:

- The short term targets set for the child
- The teaching strategies to be used
- Who will support the child to reach these targets
- How the child can be successful
- The review date
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

Sanctuary Groups

The Purpose and the Philosophy

Children will be based in the Sanctuary Space for a part of their school day. Its composition is carefully well thought-out to create a balanced and functional group. Its purpose is to offer children opportunities to re-visit early learning skills and promote and support their social and emotional development. There is much research evidence that children's learning is most effective when they have a sense of emotional well-being, good self-esteem and a feeling of belonging to their school community. The Sanctuary Space provides children with this opportunity and so helps to develop their maturity and resilience. This is a place of safety, positivity and a place of learning.

The Sanctuary Group Principles:

- Children's learning is understood and assessed developmentally
- The classroom offers a safe base
- All behaviour is communication
- Recognises the importance of transition in children's lives
- Has an adult/child ratio of 1:2 minimum, and provides lots of opportunities for speaking and listening activities
- Builds a child's self-esteem, confidence and well-being
- Builds skills for classroom learning
- Language is a vital means of communication

How will being part of this group help my child?

- These sessions are meant to help them manage situations and increase their skills to become more successful learners.
- The Sanctuary group aims to boost confidence and self-esteem and provide children with the extra help they sometimes need to improve social skills and independence for example:
 - To join in
 - To settle
 - To listen
 - To concentrate & focus on their learning
 - To share and take turns
 - To accept losing a game
 - To build up friendships with their classmates
- It gives them a chance and helps to encourage a more positive profile among their peers and members of staff.

How long will my child be in the Sanctuary group for?

Each child's needs differ from their peers. Children attend for a 6-week cycle before reassessment and then further discussion and planning. However, the children remain an integral member of their mainstream class and we ensure that they do not miss break times, lunch with their class, some assemblies, guests in school, outings or anything else that may be different from the normal routine of the week.

What will my child be learning as part of the Sanctuary group?

Example timetable

| Activity number | Activity |
|-----------------|---|
| 1 | Children sign in/arrival activity |
| 2 | Welcome time // Date, Weather Chart Check // Emotions check |
| 3 | Group game – developing memory skills |
| 4 | Relaxation time / sensory time |
| 5 | Story time |
| 6 | Physical break |
| 7 | Learning activity |

Other sessions may include:

Free choice – The children have a range of activities set up to choose from.

Physical sessions – Daily Mile/ games

Nature nurture – Outdoor exploration/ gardening/ wildlife

Example of activities that may be delivered:

- Read stories, aloud with the child to explore and reflect emotional issues like loss, being scared, being angry, getting over excited, making or losing friends etc.
- Support the child to learn about the safe expression of strong emotions. Be aware these emotions can be expressed in a variety of ways including physical ways and attention must be given to providing a safe, containing environment. Eg: furious scribbling, tearing up catalogues and at home pummel cushions, drumming, loud singing.
- Create opportunities for play based/art-based activities that will allow safe exploration of feelings and emotions.
- Do mirroring games:- movements, gestures and expressions.
- Teach relaxation and stress management techniques. Use breath, slow down, use the senses. Focus on reducing the anxious or fearful or angry energy in the body.
- Create a stress ball with balloons and flour or rice.
- Face painting (use face paints or pretend to by using cotton wool balls): describe what you are doing (eg. "I am painting your long black whiskers on your cheek") and make it fun.
- Games and activities that support cooperation.
- Bouncy ball play: any shared activity to explore and develop motor skills.
- Board games that support turn taking.
- Provide opportunities for the child to experience new or different skills or responsibilities , with support and encouragement. Point out any ways in which the experiences or results challenge any ideas the child has about themselves.

Sensory Room

At Christ the King, we have a designated Sensory Room. Sensory Rooms and Spaces can help those who have learning difficulties, developmental disabilities or impairments develop and engage their senses, in a safe environment that builds up their confidence and abilities. Children who have high sensory needs to regulate themselves, are able to use the Sensory Room throughout the day.

Allocation of resources:

- The SENCo is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with statements of special educational needs and Education Health and Care plans.
- The Headteacher informs the governing body of how the funding allocated to support special educational needs has been used.
- The SENCo with the Head Teacher meet regularly to agree on how to use funds directly related to statements and Educational Health Care Plans.

The role of the governing body:

- The governing body designates a named governor for SEN to liaise with the SENCo and report back to the governing body.
- The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.
- The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

Monitoring and evaluation:

- The SENCo monitors the movement of children within the SEN system in school and provides staff and governors with regular summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up Personalised Learning Plans for children. The SENCo and the Headteacher hold regular meetings to review the work of the school in this area. The SENCo and the named governor with responsibility for special needs also hold regular meetings.

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| SENCO: | Daniel Smith |
| SEN Governor: | Joanne Martin |
| Ratified by FGB: | March 2023 |
| Review Date: | March 2023 |