



## St Christopher's The Hall School

### SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

<b>Person responsible</b>	Head of Learning Enrichment
<b>Last update</b>	March 2024
<b>Frequency of Review</b>	Annual
<b>Date of next review by Governors</b>	Spring 2025

## AIMS

St Christopher's believes in high quality teaching practices and high expectations for all children. Our special educational needs and disabilities (SEND) policy aims to:

- provide the best educational setting to meet the needs of all children, taking into account the ages, aptitudes and needs of all pupils, including those with SEND.
- to monitor all learning environments and resources in order to make/effect improvements.
- enable all children, including those with SEND, to have full access to all elements of the school curriculum using reasonable adjustments
- recognise each student's achievements as well as his or her difficulties.
- for all students to achieve their maximum potential for their ability
- acknowledge parents/guardians/carers as invaluable partners and involve them in decisions about their children's education.
- ensure safeguarding procedures are in place to ensure that all students will be protected from harm and neglect.
- ensure that students with medical conditions are supported to enable their maximum inclusion in all school activities
- to ensure that children with special educational needs and disabilities are not at risk of being vulnerable to radicalisation and to build their resilience by promoting fundamental British values and enabling them to challenge extremist views.

## OBJECTIVES

St Christopher's objectives for SEND show a commitment to:

- the early identification, assessment and graduated provision for all students causing concern
- working within the guidance provided in the SEND Code of Practice 2014
- the continuous monitoring of student progress to aid identification and maintaining an awareness that the continued progress of students with SEND is the responsibility of all staff
- regularly monitoring and evaluating provision in place to overcome barriers to learning
- working in partnership with parents/guardians/carers thus enabling them to take an active role in their child's education
- involving students actively in the decision-making process regarding their education
- working with outside agencies to meet the needs of SEND students
- ensuring support and well targeted continuing professional development opportunities to enable a high level of staff expertise to meet student need and fulfil their responsibilities
- ensuring that pastoral care and support is available for all students so that they may develop in all areas and build a strong sense of self-esteem

## LEGISLATION AND GUIDANCE

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

### **INCLUSION AND EQUAL OPPORTUNITIES:**

At St. Christopher's we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

### **INTRODUCTION: WHAT ARE SPECIAL EDUCATIONAL NEEDS?**

A child or young person has special educational needs if they are finding it more difficult than other pupils to make progress. This may be due to a specific learning difficulty or disability; emotional and/or mental health; social difficulties; or speech and language difficulties.

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
- has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age in mainstream school

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition in the paragraph above when they reach compulsory school age or would do so if special educational provision was not made for them. (Code of Practice 2014)

## Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"><li>· Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li><li>· Moderate learning difficulties</li><li>· Severe learning difficulties</li><li>· Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li></ul>

<p>Social, emotional and mental health</p>	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>· Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>· Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>· Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
<p>Sensory and/or physical</p>	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>· A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>· A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## **ROLES AND RESPONSIBILITIES**

The School as a whole and the Head of Learning Enrichment in particular, will cooperate with interested agencies and comply with the Code of Practice in ensuring appropriate support and provision for children with Special Educational Needs and/or with Education, Health and Care (EHC) plans. Other staff will be involved as applicable to the needs of the child – class teachers, subject and year groups, SLT, teaching assistants and Headteacher.

### **The Head of Learning Enrichment:**

The Head of Learning Enrichment is responsible for the day-to-day operation of the school's SEND requirements. This includes:

- ensuring screening and tracking systems are in place for identification.

- managing interventions and developing alternative teaching strategies and individual programmes where necessary, in collaboration with the subject/class teacher
- ensuring that students with SEND have equal access to all areas of the curriculum.
- establishing that termly plans include information about differentiation
- keeping abreast of professional developments and current good practice
- leading the commitment of the School to working with parents and students and ensuring their views and contributions are valued
- leading induction and in-service training so that teachers are made aware of and trained in recognising signs of SEND
- advising individual staff and seeking out and promoting resources and materials appropriate to individual teachers' training needs
- acknowledging that teachers are responsible and accountable for the progress and development of students in their class and advising them on SEND strategies and provision to provide the most effective intervention
- reviewing Pupil Passport, Individual Education Plans and Support Plans regularly
- reviewing EHC plans annually with the Local Authority, class teacher, family and involving students when appropriate in formulating plans
- keeping records of the identification, coordination and level of provision for students with SEND, completed in liaison with teachers, Head, parents and child.

#### Class teachers:

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the Head of Learning Enrichment to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report

Communicating with parents regularly to:

- Set clear outcomes and review progress towards them
- Discuss the activities and support that will help achieve the set outcomes
- Identify the responsibilities of the parent, the pupil and the school
- Listen to the parents' concerns and agree their aspirations for the pupil

#### Parents or carers

- Parents or carers should inform the school if they have any concerns about their child's progress or development.
- Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided.

- They will be invited to participate in discussions and decisions about this support.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- The school will take into account the views of the parent or carer in any decisions made about the pupil.

#### The pupil

- Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided, where appropriate.
- They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

Explaining what their strengths and difficulties are

Contributing to setting targets or outcomes

Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

## PROCEDURES

### **Provision**

The School admission policy and assessments for prospective pupils gauges whether they will cope with the demands of the curriculum. Provision for children with SEND to have equal opportunity to participate is made. Best endeavour will be made to meet the individual needs of a child with SEND.

The School must ensure that the curriculum, site and facilities where possible, are accessible to children with special educational needs.

In the light of evidence about a child's particular needs, provision can include:

- improving access as far as is reasonable through physical changes to the building and by providing extra resources.
- appropriate and effective classroom management plans, with planning and differentiation to meet the individual's needs.
- ongoing consultation with parents and student to establish a collaborative partnership and programme of support
- developing and maintaining links with support agencies, other mainstream schools and special schools through visits, following up former students, membership of professional bodies
- alerting all teachers and support staff to the child's needs and providing appropriate training and literature
- reinforcing strategies for safe internet use and helping the child develop appropriate practices for taking down and recording information e.g. laptop computer

- providing alternative sources of accessible supporting information
- organising access arrangements for internal exams

### A Graduated Response to SEND Support

St Christopher's the Hall School utilises a graduated whole school response to meeting special educational needs. This means using a range of suitable strategies within the classroom first while using school resources, before considering seeking specialist expertise to advise further on ways to best support the needs of the student.

All pupil progress will be monitored via termly pupil progress meetings between the Head of Learning Enrichment, Deputy Head, and classroom teachers. Assessment data is analysed alongside teacher judgement and then provision is allocated to support students who are not reaching their full potential.

#### **Level 1 – In class support**

All teachers are teachers of SEN, with high quality inclusive teaching practices utilised. Lessons are differentiated for individual or groups of students, which is the first step in meeting the needs of any student who has or may have special educational needs. When a learning need is first identified, the class teacher will be responsible for monitoring the child's progress and for ensuring work tasks are achievable.

The class teacher will:

- assess the student
- plan and differentiate work tasks, which will include setting targets and considering additional strategies to be used. The Head of Learning Enrichment will be available to offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress.
- deliver the support via in class provision, or group provision from a school TA.
- review the support in place and assess if new targets need to be set.
- inform parents of any concerns and the school action taking place. Parents are encouraged to share information and knowledge with the school.

The Head of Learning Enrichment will support the assessment of the student, assisting in planning future support for the student in discussion with colleagues and monitoring the action taken. However, the student's teachers will remain responsible for working with the student, for assisting in the planning of an individualised programme and for the delivery of such a programme. Class teachers are responsible and accountable for the progress and development of all the students in their class.

#### **Level 2 – Learning Support**

High quality teaching that is differentiated meets the needs of the majority of children. However, if the child has made little or no progress after an appropriate period of time and continues to work at levels significantly below those expected for children of a similar age, then the Head of Learning



Enrichment, class teacher and members of the Senior Leadership Team will meet and decide on a fixed term intervention, via our termly Pupil Progress meetings. The level of additional intervention and support will depend on the individual student's needs. Provision will be monitored regularly, evaluated and, if necessary, adjusted. The Head of Learning Enrichment will also contact the parents to discuss the intervention being put in place to support their child's needs. If deemed necessary, the Head of Learning Enrichment may also suggest to parents that further assessment should be considered, at the parents expense. This could include reports from an Educational Psychologist, Clinical Psychologist, Dyslexia Assessor, Speech and Language Therapist, Occupational Therapist.

### **Level 3 - The Learning Support Register**

Some children will need more specialist or longer-term provision.

- Students who have a diagnosis of need from outside professionals, or receive specialist support, will be placed on the Learning Support Register.
- A Pupil Passport with Support Plan will be established for any student with a diagnosis. This will set out the child's strengths and difficulties in more detail and give a range of strategies to be employed. The Pupil Passport is a working document written by the Head of Learning Enrichment and relevant teaching staff, parents, the student and outside agencies.
- An Individual Education Plan will be created for students requiring targeted learning goals. This will set goals to be achieved and will be reviewed each term. The Individual Education Plan is a working document written by the Head of Learning Enrichment and relevant teaching staff, parents, the student and outside agencies.

### **Provision for students with an Education, Health and Care Plan (EHC)**

An application to the local authority can be made if the School and parents consider their child may require an EHC plan. St Christopher's will work together with parents to supply all relevant documentation required by the LA within the process. Children with an EHC plan applying for a place within the school will be considered in accordance with the Admissions Policy. A place can be offered if the School believes it can provide an appropriate learning environment and is able to fulfil the requirements stated in the EHC plan.

### **Support Services**

- The School advises parents on a wide range of available services. Independent advice can be accessed through the Information, Advice and Support Service (IASS - formerly Parent Partnership).
- The school may access screening, advisory and back-up services from a variety of professional bodies and individuals (Phoenix Centre, Griffin Centre)
- The school may facilitate Occupational Therapy and Speech and Language Therapy at school through external providers.

### **Liaising with Future Schools upon Transition**

- The school places great emphasis on the school transition process, assisting with the correct choice of school for students to move on to, in consultation with parents.
- The Head of Learning Enrichment will be available to discuss the child's individual needs and share information about provision and support that has been provided with the receiving school.
- Support for parents in their choice of next school and in preparing for transfer is offered by the Headteacher and Head of Learning Enrichment.
- Transfer of information is arranged; this includes the SEND file and the child's last school report.

### **Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the Head of Learning Enrichment
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **Expertise and training of staff**

Training is regularly provided to teaching and support staff. The headteacher and the Head of Learning Enrichment will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

### **Complaints**

Any concerns or complaints about the School's provision for a child with SEND should be addressed in the first instance to the Head of Learning Enrichment. The Head of Learning Enrichment will investigate the complaint and meet the parents within two weeks to discuss the matter. If the situation is not resolved, it should be referred to the Headteacher and the School's general complaints procedure will be followed.