



***Starting the journey well***

As a Church of England community school, we  
***believe*** we can impact God's world for good,  
***grow*** in learning, love, wonder and faith and  
***seek*** together to flourish in the fullest way possible

**Christ Church Primary School Special Educational Needs and  
Disabilities (SEND) Policy**

**2022-23**

**Review Date:** Autumn 2023

**Policy Agreed:**



## **Contents**

- 1. Statement**
- 2. Definitions**
- 3. Identification**
- 4. SEN support**
- 5. External agencies and Specialist support**
- 6. Education, Health and Care needs assessments and plans**
- 7. Training**
- 8. The allocation of resources**
- 9. Access**
- 10. Inclusion and access to trips and clubs**
- 11. Transition**
- 12. Help with transport**
- 13. Support and training for parents**
- 14. Social emotional and mental health needs**
- 15. Equal opportunities**
- 16. Governors**

## 1. Statement

Key Contact in Christ Church Primary School for SEND (Special Educational Needs and Disabilities) and medical needs:

SENDCo Holly Brown

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Tel: 020 7247 0792

Christ Church Primary School Community is a place where everyone should feel included. This means that everyone has an equal opportunity to develop their full potential. All children should have equal access to a broad and balanced curriculum and all parents/carers should have equal access to information. Everyone should feel confident that they will be successfully supported in overcoming any barriers to learning. We have high expectations of all our children.

Tower Hamlets Local Authority also publishes on its website [Tower Hamlets local offer](#)

Which sets out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. It explains the procedures for requesting an assessment for an **Education Health and Care Plan (EHCP)** – which has replaced the Statement of Special Educational Needs. You will also find information about:

- where to go for advice and guidance on SEN and Disability matters
- leisure activities for children with SEND
- arrangements for resolving disagreements and mediation

This SEND policy complies with the Special Educational Needs and Disability Code of Practice: 0 to 25 years, which arose from the Children and Families Act 2014, came into force in September 2014, and was updated in January 2015. The SEND Code of Practice 2015 replaces the SEN Code of Practice 2001.

The policy also complies with The Equality Act of 2010.

### Intent

To identify, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND (see also curriculum and assessment policies).

To ensure that all pupils experience success in their learning and achieve to the highest possible standard.

To enable all pupils to participate in lessons fully and effectively.

To value and encourage the contribution of all pupils to the life of the school.

To work in partnership with parents and carers.

To communicate with the Governing Body to enable them to fulfil their monitoring role with regard to the Policy Statement for SEND.

To work closely with external support agencies, where appropriate, to support the needs of individual pupils.

To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

## **2. Definitions**

### **Definition of SEN, according to the January 2015 Code of Practice**

A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, 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.

The 2015 Code of Practice identifies four broad areas of need;

Four Categories for SEND – Broad Areas of Need

**1. Communication and Interaction**, including  
SLCN (Speech, Language and Communication Needs)  
ASD (Autistic Spectrum Disorder)

**2. Cognition and Learning**; when children learn at a slower pace than their peers, even with appropriate differentiation. They include:

MLD (Moderate Learning Difficulties)

SLD (Severe Learning Difficulties – where pupils are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication)

PMLD (Profound and Multiple Learning Difficulties – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment).

SpLD (Specific Learning Difficulties affecting one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia).

**3. Social, Emotional and Mental Health Difficulties.** They include:

Children and young people may experience a wide range of difficulties that manifest themselves in many ways e.g. becoming isolated, withdrawn, displaying challenging and/or disruptive behaviour. They may reflect underlying mental health, conditions such as anxiety, depression, self-harming, substance misuse, eating disorders or other physical symptoms that are medically unexplained.

This category also includes;

ADD (Attention Deficit Disorder)

ADHD (Attention Deficit Hyperactive Disorder)

Attachment Disorder

**4. Sensory and/or Physical Needs, including:**

Visual Impairment  
Hearing Impairment  
Multi-Sensory Impairment  
Physical Disability

### 3. Identification of SEN

Pupils receive a differentiated curriculum and those who do not make the expected progress are initially identified by class teachers and members of the senior management team. Class teachers communicate regularly with SMT to discuss the progress in learning as well as the social and emotional wellbeing of all the children in the class.

We aim to have good and collaborative relationships with all of our parents and carers. If a child is experiencing difficulties, parents will be informed either at a parents' evening meeting (autumn and spring terms) or will be invited to an additional meeting to discuss the child's progress with the class teacher and maybe the SENDCo.

Parents should not feel they have to wait until a parents' evening to discuss the needs of their child; if a parent has any concerns about their child's learning or progress, they can request a meeting with the class teacher at any time in the term. The class teacher may suggest discussing the concerns further with the SENDCo. Parents are also welcome to request a meeting with the SENDCo.

In school we use a range of assessment data including relevant family/medical history, Early Years and Foundation Stage Profiles, teacher assessments, screening tests, and SATS results. Continuous assessment shows whether or not a child is achieving at age expected levels. A child will be considered for additional interventions or focused adult support if he/she is not making the expected progress. If, even with such additional support, a child continues to achieve below expectations and/or has significant difficulties accessing the curriculum this could indicate that the child would benefit from being identified as needing SEN support.

### 4. SEN support

The school follows the SEND Code of Practice 2015 graduated approach with regards to the identification, assessment and review of pupils with special educational needs. The four actions are:

**Assess:** the class teacher and SENDCo should clearly analyse a pupil's needs before identifying a child as needing SEN support. In addition to drawing on teacher assessment and tracking data the views and experiences of parents and the pupil's own views will be taken into account. Where relevant, advice from external agencies will be sought.

**Plan:** parents will be notified wherever it is decided that a pupil is to be provided with SEN support. They will then be invited to a planning meeting with the SENDCo, class teacher and professionals from external agencies where appropriate. At this meeting any assessments will be discussed and a plan will be made for adjustments, interventions and support to be put in place along with a clear date for review. A Pupil Profile and an ISP support plan will be drawn up. This acts as a guide for the class teacher and anyone else who works with the child; it records the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. It also includes short-term outcomes (targets).

**Do:** the class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains

responsibility for the pupil's learning. They work closely with the SENDCo, support staff and any to plan support and interventions and to ensure they are linked to whole class teaching.

To enable access to the curriculum for pupils with SEND, the school may provide access to:

Specialist teachers and other external professionals

Support Staff

Individual teaching programmes

Individual timetables

Intervention resources

Specialist equipment

**Review:** the effectiveness of the support should be regularly reviewed and updated where needed. SEN review meetings are held at least twice a year with SENDCo, parents, class teacher and where relevant external professionals. At these meetings the Pupil Profile and IEP Support Plans will be reviewed and updated. Progress against outcomes will be valued and next steps will be decided.

## **5. External agencies and specialist support**

If we think a child needs further assessment or specialist support, we will discuss this with parents.

Parental permission may be requested for the school to refer a child for assessment or support from the

following:

An Educational Psychologist (EP) – Christ Church works with a link Educational psychologist from Tower Hamlets and also buys in Educational Psychologist time in order to make a referral for an assessment.

A Speech and Language Therapist (SALT) – we have a SALT working in the school one day per week

A Specialist Teacher - we use Tower Hamlets Support for Learning Services Specialist Teachers to work with children and train staff – this could be for children with a profile and/or diagnosis of ASD, ADHD, Visual Impairment, Hearing Impairment, dyslexia, or other areas of special need  
Cherry Trees Primary School outreach service (for children Social, Emotional and Mental Health difficulties)

Child and Adolescent Mental Health services (CAMHS)

An Occupational Therapist (OT)

The School Nurse or other specialist health professionals

## **6. Education and Health Care Needs Assessment and Plans**

If children fail to make progress, in spite of high quality, targeted support at SEN Support, we may recommend applying to the Local Authority for the child to be assessed for an EHC Plan. We may suggest applying for an EHC Plan if:

The child is Looked After (LAC) and therefore additionally vulnerable

The child has a disability which is lifelong and which means that they will always need support to learn effectively.

The child's achievements are so far below their peers that we think the child will need on-going and intensive additional adult support or if it is likely that the child may at some point benefit from special school provision. Children, who are considered to be able to manage and progress in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a

diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any education, health or social care professionals who are involved with the family. The meeting will record the child's strengths, their desires and aspirations as well as the barriers they face. Following the meeting, the LA will produce the EHC Plan which will record the decisions made at the meeting. An Education Health and Care Plan is formally reviewed at an Annual Review meeting.

## **7. Training**

Training in Special Educational Needs and Disability (SEND)

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND.

Teachers and support staff have received training on:

How to support children with Autistic Spectrum Disorder (ASD) with Phoenix School

How to support children with speech, language and communication difficulties

How to support children using Zones of Regulation

How to support children struggling in literacy or numeracy. This includes training on supporting children with dyslexic traits and training on using THEP Letters and Sounds/No Nonsense phonics scheme to support children who are struggling to learn how to read.

Emotional, Literacy Support training (ELSA).

In addition, teachers and support staff have on-going support and training from the SENDCo, Senior Management, the Speech and Language Therapist, and specialist teachers allocated to children in order to meet the needs of particular children in their classes with SEND.

## **8. The allocation of resources**

The school budget includes delegated money for supporting children with SEND.

Support and allocation of resources is discussed, reviewed and evaluated by the Head teacher and the SENDCo.

Additional support is also discussed, allocated and recorded at Pupil Progress Review Meetings with class teachers and Senior Management. Parents of children with SEN are included in the discussion about support and allocation of resources at SEN Review meetings with the SENDCo, parents, teachers and, when necessary, with specialist professionals. Children with EHC Plans may receive additional funding to support their level of need. Support for these children is reviewed at Annual Review meetings with the SENDCo, parents, and teacher along with specialist professionals from external agencies if appropriate.

## **9. Access**

Christ Church Primary School was built in the nineteenth century. It has 2 floors and there is 1 lift. However, In accordance with the Equality Act 2010, when needed and wherever possible, the school will make reasonable adjustments to meet the needs of pupils with disabilities. The ground floor is accessible by a ramp for wheelchairs and pushchairs.

There is a toilet with disabled access on the ground floor.

## **10. Inclusion and access to trips and clubs**

All children and their families should feel included and have a sense of belonging to the school. The school will always endeavour to make adaptations and reasonable adjustments to ensure inclusion in school events and activities. Class Teachers plan lessons according to the specific needs of all groups of children in their class and endeavour to ensure that they meet the needs of all the children in their class.

All children are entitled to go on school trips. The health and safety of a child is paramount on a school trip and we work with parents of children with SEND to plan for trips in advance. If necessary, the school will deploy an additional adult and resources to ensure that children with SEND are able to go on a school trip.

## **11. Transition**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

### **If a child is moving to another school:**

We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for the child.

We will make sure that all records about the child are passed on as soon as possible. If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Children may be supported by making a 'Moving On' book or Social Story as part of this transition. Transition work is also carried out for certain SEND pupils by the Speech and Language Therapist. In Year 6, all the children do some work on transition. If a child with SEND is going to find transition particularly difficult, we will arrange a transition programme which will involve visits and activities at the new secondary school. If a child has an EHC Plan, the SENDCo will arrange a meeting with parents and the SENDCo of the new school if it is considered necessary.

### **When moving classes in school:**

Information will be passed on to the new class teacher in advance at a handover meeting by the previous teacher, and the SENDCo will also make sure that the new teacher and any adults who will be working a child with SEND are well aware of their needs.

If needed, we will arrange transition work to be carried out either in a small group or on an individual basis. Children may be supported by making a Moving On Social Story book as part of this transition.

## **12. Help with transport**

Applications for help with transport are agreed by Tower Hamlets. If a child needs special transport, we will help parents apply for this.

## **13. Support and training for parents**

The class teacher is regularly available to discuss a child's progress or any concerns a parent may have and to share information about what is working well at home and school so similar strategies can be used. The SENDCo or a member of Senior Management is available to meet with parents to discuss a child's progress or any concerns/worries they may have. All information from outside professionals will be discussed with parents either directly with the

professional or, where this is not possible, in a report. Phoenix School run training and support groups for parents of children who have Autistic Spectrum Disorder (ASD) and the Speech and Language Service and Support for Learning Service run training sessions and drop-ins for parents. We will help you access these.

Parents can receive further support, information or advice from the Hackney Parent Partnership Service:

Family Information, Advice and Support Service  
30 Greatorex St  
Whitechapel  
London E1 5NP  
Tel: 020 7364 6489

#### **14. Social, Emotional and Mental health needs**

If parents and the school have reason to think that a child needs professional support regarding their social, emotional and mental health needs, a referral can be made to CAMHS (Child and Adolescent Mental Health Services) for support for the child and/or the family. Even though behaviour is no longer an SEN category, we recognise that pupils with SEND may well have Emotional and Social Development needs that manifest themselves in behaviour and may require support in school. The emotional health and wellbeing of all our pupils is very important to us. The senior management team, the SENDCo and all the teachers and support staff continually monitor the emotional social and emotional wellbeing of all our pupils. We have a comprehensive PHSE programme in the school and where necessary we run small nurture groups. ELSA trained staff support children with identified SEMH needs. We work with the St Giles Trust to provide counselling and support for identified pupils aged 10 and over.

Parents are always welcome to request a meeting with the class teacher, a member of senior management, the SENDCo about their child's social, emotional and mental health needs.

#### **15. Equal opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

#### **16. Governors**

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2015. Should a parent wish to discuss a concern or make a complaint regarding how the school is managing the support of their child, they can request a meeting with the SENDCo and or the Head teacher. If they wish to take the complaint further, they can write to the SEND link Governor or the Chair of Governors.

SEND link Governor: Tej Stride

This policy is reviewed annually by the governing body