



Head teacher's introduction

We welcome children of all abilities in our school and are very proud of the progress that children with Special Educational Needs or Disabilities make in our school. Our vision at Christ Church is enable *all* in our school community to experience ***life in all its fullness***, both now and in the future, and this is a key aim in the way we support and provide for children with individual needs.

Christ Church School is an inclusive school where everyone works hard to ensure that every child makes the greatest possible progress in all areas. We have a school where we expect and help all children to learn and play together whatever their abilities, differences or individual needs and where every child feels included in all the varied activities we offer.

We believe that progress in wider skills, for example speaking and listening to others, maintaining friendships, developing independence, managing feelings and keeping yourself safe and healthy, is just as important as progress in academic learning. In fact, progress in these wider skills goes hand in hand with academic learning.

We help children to make great individual progress in all areas by working in partnership with parents/carers, listening to and acting on their concerns, discussing children's strengths and individual needs honestly and planning provision and next steps together. We also work in partnership with external professionals, linking them with families and acting on their advice.

I hope this policy document provides the information that parents need about our provision and practice in this area. Please do contact our Inclusion Leader for a discussion about your child's individual needs or if you have any questions about our provision.

Katy Forsdyke
Head teacher

Development, monitoring, review and sharing of this policy

The Governing Body of Christ Church Primary School, Hampstead has approved and adopted this policy for Special Educational Needs and Disability (SEND). This policy also contains our SEN Information Report.

Feedback from staff members, governors, parents and children has fed into the development of this policy.

The implementation of this policy is monitored by the Teaching, Learning and Standards Committee through reports from the SENDCO and head teacher.

This policy is available on the school's website.

This policy and the information report will be reviewed by the SENDCO (Special Educational Needs and Disability Coordinator) every year. It will also be updated if any changes to the information are made during the year.

Statement of Intent

The Governing Body of Christ Church Primary School intends, through its SEND Policy, to be an inclusive school and to promote the stated aims in its vision statement:



Christ Church School, Hampstead

A village school in London inspiring *life in all its fullness*

Jesus, The Good Shepherd, promises 'life in all its fullness'. (JOHN 10:10)

At Christ Church we believe every child and adult in our school should be able both to experience life in all its fullness now and to aspire to life in all its fullness in the future.

We all seek to inspire life in all its fullness for all in the school through:

- ensuring a **safe, welcoming and inclusive environment** for children and adults, where everyone is valued and has the opportunity to contribute and flourish;
- the pursuit of **academic excellence** in all areas, with a determined desire for each child to make the best possible progress as a result of high aspirations, hard work and the development of a personal love for learning alongside the highest-quality teaching and support;
- offering the widest possible **breadth of curriculum** both within school and through extra-curricular activities, enriched by the vast range of opportunities locally and across London;
- **creativity and positivity** in all we do, mixing innovation with tradition;
- planned and spontaneous opportunities for **spiritual development** through reflection, discussion and harnessing curiosity, as well as the provision, at the heart of our school life, of daily opportunities for prayer and worship;
- the development and modelling of **strong, positive and loving relationships**, with peers, amongst the school community and in the wider community;
- the promotion of **respect and compassion for ourselves and for all others**, by cultivating positive emotional and physical well-being, by celebrating the diversity within and outside our school and by encouraging all of us to be empowered global citizens, guided at all times by the example of Christ's compassion alongside the UN Convention on the Rights of the Child;
- engendering a **sense of community and responsibility** for others and for our local and global environment and enjoying working together towards our common goals and expecting and valuing contributions from all.

Our school vision is brought to life through our school's five Christian values of **compassion, creativity, courage, simplicity and community**.

Aims of the policy

The aim of our Special Educational Needs and Disability policy is to ensure that:

- All children are given access to the curriculum at an appropriate level and that each child's learning and achievements are maximised at every stage of their time at primary school;
- We identify and assess children with SEND as early as possible;
- We create an inclusive environment that meets the special educational needs of each child;
- All procedures for identifying children with SEND are known and understood by everyone;
- We make clear the expectations of all partners in the process;
- We provide differentiation within a balanced and broadly based curriculum, in a way that supports children with SEND;
- Records relating to SEND follow the child through the school and at transition points and are clear, accurate and up to date;
- We raise staff awareness of and expertise with SEND through CPD;
- We work in partnership with parents;
- We maintain close links with the support services and other professionals and agencies.
- It can be used to help secure *life in all its fullness* for all children where possible; we aim to provide the same/similar opportunities for children with SEND

Links with other policies and documents

This policy links to the following policies and documents:

- Positive Behaviour and Anti-Bullying Policy
- Equality information and objectives
- Accessibility plan
- Policy on supporting pupils with medical conditions

Relevant Legislation

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) (June 2014) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

Definitions:

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Roles and Responsibilities:

The SENDCo will:

- Work with the headteacher and the Curriculum and Inclusion committee to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC (Education and Health Care) plans

- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support (see appendix 1)
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next and previous providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The Curriculum and Inclusion Governors Committee

The Curriculum and Inclusion committee will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school

The headteacher

The headteacher will:

- Work with the SENDCo and Curriculum and Inclusion committee to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND

Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class through quality first teaching (see appendix 1 for information on the graduated approach and quality first teaching)
- Identifying any special educational needs which cannot be met through quality first teaching and alerting the SENDCo
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCo to review each pupil's progress and development and decide on any changes to provision
- Updating personal plans (see appendix 2) with input from colleagues, children and parents and communicating targets and progress to parents
- Ensuring they follow this SEN policy

The kinds of SEND which are provided for

The SEN Code of Practice, revised in 2014, provides guidance on the duties that schools, local authorities and others working with children who have SEND must have regard for. Special educational needs may relate to one or more of the following areas of need. Our school currently provides additional and/or different provision for children with the following needs:

- Communication and interaction (e.g. Autism Spectrum Condition, Asperger's Syndrome);
- Cognition and learning (e.g. Specific Learning Difficulties, moderate learning difficulties, dyslexia, dyscalculia, developmental coordination disorder);
- Social, mental and emotional health (e.g. attention deficit hyperactive disorder, depression, eating disorder, attachment disorder, self-injury);
- Some sensory and/or physical needs (e.g. deafness or hearing impairment, visual impairment, multi-sensory impairment, cerebral palsy);
- Medical conditions – please see the school's separate Medical Conditions policy. Pupils with both a medical condition and a special educational need may have an Individual Health Plan to coordinate provision.

Through our school vision and ethos we strive to create an inclusive school environment which can meet all children's needs but recognise that we are constrained in some respects by the structure of our building, physical space and resources. We work with the Local Authority statutory consultation process regarding the needs of children with Education and Health Care Plans – in the event that the school feels that they would not be able to provide the right support for a child's individual needs in line with our school vision, this decision will always have been made in the best interest of the child and with regard to reports from parents and other professionals. The reasons for this decision will be shared with parents.

Identification and assessment of needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Assessments are made against the National Expectation set out in the National Curriculum for each year group and the Early Years Foundation Stage Guidance. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline. It is important to note that the school will never compare or discuss a child's progress in relation to their peers within the cohort. Reference is always made to the national expected standards.
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than academic attainment, for example, social or communication needs. Slow progress and/or low attainment will not automatically mean a pupil is recorded as having SEND.

We believe that it is important to identify difficulties early and will strive to do so by making informed decisions based on formative and summative assessment, desired outcomes, including the expected progress and attainment, the views and the wishes of the pupil and any areas of difficulty or challenge raised by the parent.

As a school, we feel it is important to consider the needs of the whole child and not just the particular special/additional educational need/s. The following are not identified as a special educational need, but other appropriate support may be provided to children and families.

- Short term lapse in progress and learning
- Attendance and punctuality
- Health and welfare
- Housing difficulties
- English as an additional language
- Being in receipt of Pupil Premium

- Being a Looked After Child

Consulting and involving pupils and parents

We will have an early discussion with parents/carers when identifying whether their child needs special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' views and concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone is clear on the provision/support available

Notes or referral forms from these early discussions will be added to the pupil's record and given to the parent where appropriate.

We will notify parents when it is decided that a pupil will receive additional or SEN support.

Our approach to teaching pupils with SEND and adaptations we make to the curriculum and learning environment

Additional Support for learning and working with other agencies

The SEN Code of Practice focuses on meeting children's needs in the classroom. All teachers have the responsibility for effective teaching of pupils with SEND and all staff have the responsibility of meeting the needs of each individual pupil in their class to the best of their ability with or without a formal assessment. Teachers are responsible and accountable for the progress and development of all pupils in their class. High quality teaching (quality first teaching) is our first step in responding to pupils who have SEND.

We make the following adaptations as part of quality first teaching to ensure all pupils' needs are met:

- Making adaptations to our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Arrangements are also put in place to ensure that pupils with SEND are able to access exams and other assessments. As we seek to provide **life in all its fullness** for all in line with our school vision, no child is excluded from an activity because of their special educational need, although a child may be temporarily excluded from an activity due to unacceptable or dangerous behaviour.

Wherever possible, we strive to provide one teaching assistant in each classroom for at least half of each day. However, this can vary year on year. The teaching assistant and class teacher work as a team in order to provide support to all children in the class. Each week they meet as a team to discuss children's learning, relevant strategies, interventions and the week ahead.

Where quality first teaching does not allow the child to make sufficient progress, additional support for learning may be provided such as:

- Interventions (short programme of support targeted at a specific need and where progress is measured from a baseline, usually provided by a teaching assistant)
- Teaching in small groups
- 1:1 support - in rare cases it may be deemed appropriate for 1:1 support to be provided for a pupil in order to support their access to the curriculum

At Christ Church, we are committed to working with other professionals and external agencies in order to integrate support for the child. The inclusion leader liaises with various professionals and external agencies to support children with special educational needs. These may include:

- Camden Educational Psychology Service
- Camden Social Services
- Primary Learning Support Service (PLSS)
- Camden Mental Health Support Team
- Child and Adolescent Mental Health Service (CAMHS)
- Camden Language and Communication Service (CLCS)
- Camden Deaf and Hearing Impairment/Sensory Team

All these agencies can provide advice and guidance to staff and parents as well as carry out assessments with pupils. The level of involvement of the external agency is commensurate with the child's level of need.

Referrals to external agencies in relation to special educational needs are always carried out with the knowledge and permission of parents. The process for referrals is either through the online eCAF system or through a Single Point of Referral form (SPOR) with many agencies requiring supplementary forms to be filled in.

On occasion parents may commission their own external reports – we will always read and discuss these with parents with a view to incorporating their recommendations where possible. We encourage parents to have a discussion with our SENDCo before they commission their own external reports to establish our ways of working with external professionals and their reports.

Assessing and reviewing pupils' progress towards outcomes

We follow the graduated approach (appendix 1) and the four-part cycle of **assess, plan, do, review**.

The class teacher (sometimes in collaboration with the SENDCO) will carry out an analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- The pupil's previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The child's needs will be reviewed regularly. For most children with an identified additional need, quality first teaching will be used to address this within the classroom. If the teacher feels it is necessary, additional interventions will be put into place in order to target a child's specific need/s. In some cases, the teacher and SENDCO may decide it is necessary for a child to have a Personal Plan which sets out the graduated approach in a more formal manner (see appendix 2).

These plans may have input from external agencies. If a child's need is considered to be more complex, an application for a Camden Exceptional Needs Grant (ENG) or a statutory Education Health Care (EHC) plan may be made.

All teachers and support staff who work with the pupil will be made aware of the needs of the child, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Supporting pupils moving between phases

The intake into Christ Church School in the Reception year is from a wide number of nurseries, some local and some further afield. In the summer term prior to pupils starting school in September, the school will liaise with the feeder nurseries in order to establish which of the pupils who are joining the Reception class are on the Early Years SEN register or require additional support or have special educational needs. In the case of pupils transferring to the school who have not attended nursery provision we will liaise with parents about additional needs. This information is then collated by the inclusion leader in order to plan for appropriate provision for the child. The inclusion leader and/or class teacher may also carry out a series of nursery visits if a child is identified as requiring additional support.

When parents choose to name Christ Church as the placement school for a child with an EHC Plan, staff at the school will carefully consider whether the school can meet the individual's needs, with our school vision of *life in all its fullness* in mind, and follow the procedures as set out by the local authority.

As pupils with SEND progress to secondary school, the inclusion leader and head teacher will liaise with the various receiving schools, as well as the local authority. This may include inviting the inclusion leader from the secondary school to attend the annual review meeting and arranging for representatives from prospective schools to visit Christ Church School. A staff member who works closely with the child may take them to their next school for a number of visit days to support with transition. This process is also followed if a child with SEND moves to another school before key transition periods.

Internal transition is also carefully considered with teachers providing the next class teacher with detailed information about children with specific needs and the new class teacher seeking to build early relationships with these children. Transition books are made for children who need them and, if necessary, familiar adults in school will be used to help transition the child when the transition point occurs.

Record keeping and transfer of records

All records and documents kept relating to a child (e.g. minutes of meetings with professionals or parents, personal plans, action plans, confidential reports from professionals and external agencies, referral forms) are kept in an individual file for each child and stored in a locked filing cabinet and/or securely on our computer system. Only relevant information is shared with class teachers or support staff on a 'need to know' basis.

When a child who has SEND moves schools, we will transfer the records to the new school once the child ceases to be registered at our school. However, when transfer arrangements are made in advance, information will be provided as early as possible to allow the receiving school to plan ahead.

Expertise and training staff

The SENDCo role is given to an experienced and senior member of staff who has suitable experience and skills. It is currently fulfilled by the Deputy Headteacher, Lewis Hollings, alongside other roles within the school. The SENDCo can be contacted on 020 7435 1361 or admin@cchurchnw3.camden.sch.uk

Class teachers and teaching assistants receive regular training relating to all areas of provision. If a specific need arises, we seek to send staff on relevant training in order to support them in supporting children within our setting.

We strongly believe in sharing expertise and practice within our school with our knowledge of how to support specific children and their needs being shared. This way continuity and consistency helps to provide a nurturing, supportive and communicative environment which benefits not only a child with needs but all children in line with our school vision.

Equipment and facilities

All intervention materials are bought and provided by the school. Standard additional equipment (e.g. pencil grips, spell checkers) are kept in school and teachers are free to trial equipment like this with children whom they feel may need it in their class.

Depending upon a child's needs, additional equipment may have to be purchased as recommended by an outside agency like an Occupational Therapist. The school may purchase this equipment for use by the child and once it is no longer needed, the school retains it for future use.

If a child has an EHC plan, the Local Authority SEN department will detail what equipment and facilities they will provide and what the school is expected to provide. However, the school will liaise with the SEN department if we feel we need specific equipment or facilities for other children which they may be able to help us provide.

From 2015 until 2017 the school was subject to an extensive building project which sought to improve school facilities which included accessibility improvements. However, our Victorian school building is not fully accessible to those with mobility needs.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

As an inclusive school, all activities are available to all children and we would make every effort to make reasonable adjustments to allow children with specific needs to participate. All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

All pupils are encouraged to go on our residential trip in year 6.

All pupils are encouraged to take part in class assemblies/sports day/school plays/arts projects etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability, although a child may be temporarily excluded from activities due to unacceptable or dangerous behaviour.

Support for improving emotional and social development of children with SEND

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEND are encouraged to take part in all areas of school life with their strengths and talents being recognised.
- Pupils with SEND are also encouraged during lessons to be valued members of group work so that it helps to strengthen teamwork/building friendships etc.
- Pupils with SEND are also encouraged to be part of the wider life of the school, for example, team members for clubs and sports.
- If necessary, we work with the Camden Language and Communication teacher in order to run sessions with small groups of children which focus on feelings and understanding emotions.
- Referrals into the Mental Health Support Team/CAMHS service can be made where appropriate.

We have a zero tolerance approach to bullying and we recognise within our Positive Behaviour and Anti-Bullying Policy that pupils with SEND may be vulnerable to bullying behaviours.

Evaluating the effectiveness of SEND provision

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

- Reviewing pupils' individual progress towards their targets each term
- Periodically reviewing the impact of interventions
- Using pupil, parent and staff questionnaires and other formal and informal feedback opportunities
- Monitoring by the SENDCo and leadership team, as well as by external advisors, as part of the school's cycle of monitoring
- Holding annual reviews for pupils with EHC plans

Complaints about SEND provision

We always work hard to make sure that our parents are happy with what we provide for their child. However, we will address worries, concerns and complaints as soon as possible through face to face meetings where we will listen carefully to your concerns. In the first instance, if parents have concerns about their child's progress we ask that they make an appointment to speak to their child's class teacher as soon as possible. If the parent feels that we have not been able to address their concerns satisfactorily they could arrange to meet with the SENDCo or senior member of staff. We also have a complaints policy and procedure that is available on the school website or from the school office.

At Christ Church School it is our vision that special needs provision is most successful when the school, pupils and parents work in partnership. However, if there are queries or concerns raised, the Inclusion Leader should be informed as soon as possible, as an informal discussion can often alleviate the concern and the appropriate intervention can be put into place or the situation rectified. We encourage parents to raise concerns by emailing admin@cchurchnw3.camden.sch.uk and

addressing their concerns to the relevant person. Alternatively, you could set up an appointment by speaking directly to someone in person or on the telephone (020 7435 1361).

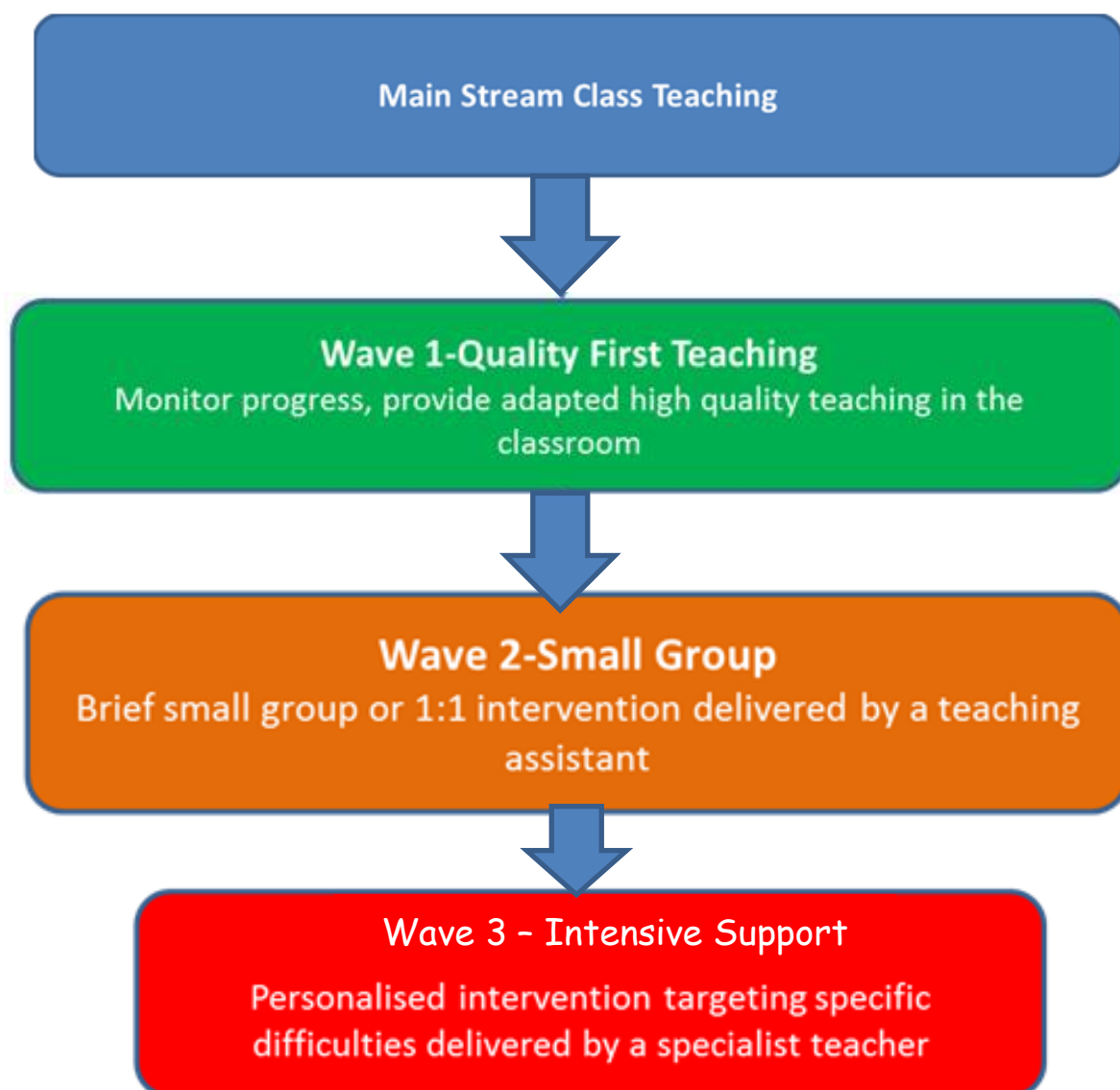
Contact details of support services for parents of pupils with SEN

SENDIASS (Special Educational Needs and Disabilities Information Advice and Support Service) is a service which exists to help parents/carers, children and young people with information, advice and support. The service is impartial, confidential and free. Please visit their website for more information <http://www.sendiasscamden.co.uk/>

The Local Authority's Local Offer


We contribute to Camden's local offer which can be found here: <https://families.camden.gov.uk/send-local-offer/>

Appendix 1 – Graduated Approach:



Appendix 2 - Personal Plan

Year X Personal targets for XXXXXXXXXXXXXXXXXXXX

	All about me:					<div style="display: flex; justify-content: space-around; margin-bottom: 5px;"> Assess Plan Do Review </div> <p style="text-align: center; margin: 0;">Area for Development:</p>
	I am good at:	My favourite lesson/activity is:	I'd like help with:	What helps me:	Things which are important to me:	
Long Term Targets:						
•						

	Target	How will we do this?	Achieved	Exceeded	Review (including date completed):

Parent Comments (through discussion): Signed: _____ Date: _____	Child Comments (through discussion): Signed: _____ Date: _____
Parent Comments (through discussion): Signed: _____ Date: _____	Child Comments (through discussion): Signed: _____ Date: _____

Transitional Targets:					
	Target	How will we do this?	Achieved	Exceeded	Review (including date completed):
Parent Comments (through discussion): Signed: _____ Date: _____			Child Comments (through discussion): Signed: _____ Date: _____		

Appendix 3

Code of Conduct for working with families and advocates

This document sets out expectations for advocates working with parents of young people and students at Christ Church School, Hampstead. It has been agreed with the local SENDIASS service as setting out reasonable expectations of advocates and schools. It aims to recognise the rights of parents, the obligations of the school and advocates working with schools and parents.

The school will

- recognise that parents have a right to choose a friend or advocate to attend meetings with them, and the school will accommodate this wherever possible.
- wherever possible, work enthusiastically and constructively with advocates when appointed by parents.
- recognise that advocates and parents are committed to getting the best outcome for their child.
- work with advocates and parents to secure the best outcomes for the child/young person.
- share information with parents and advocates in a timely fashion.
- keep a clear record of discussions and decisions taken at any meeting.
- publish this code on our website and share a copy of this code with any parents who appoint an advocate and any advocates appointed.

In return, the school will expect that advocates:

- work constructively and respectfully with the school staff in and outside meetings, including in any public comments they make about the school and its staff.
- act appropriately, in good faith and competently.
- do not record meetings without prior consent.
- respect confidentiality of discussions with the school and their clients.
- use social media in a responsible and constructive way, without targeting or harassment of school staff or pupils.
- understand that any verbal abuse or conduct that crosses the boundary of appropriate behaviour will lead to the meeting being stopped.

Should the school believe that an advocate's conduct has breached reasonable expectations of professional conduct, we may restrict our engagement with that advocate and their participation in meetings with the school as it will not be in the interest of the child. Where this is the case, we will always signpost the parent to SENDIASS where they can secure free, impartial and specialist advice. We are also happy to participate in a meeting in order to resolve any issue and where necessary, enter formal mediation.