



## Christ Church C. of E. Primary School

### SPECIAL EDUCATIONAL Needs and Disability policy

#### **Vision**

"As God loves us all, our vision at Christ Church is for everyone in our family to feel equal, valued and prepared for life in modern British society. While walking humbly with our God, our children will become wise, compassionate, independent and resilient learners in an inclusive and safe environment. We strive for success, spiritual fulfilment and a life lived 'in all its fullness'. Believe and Achieve!"

Book of Micah: Verse 6:8

What does the Lord require of you? To act justly, to love mercy and to walk humbly with your God.

#### **Mission**

Serving God's Community

In developing a greater understanding of Christian and other faiths within the community, we seek to develop the personality and potential of all, and to understand that we are created equally by God. We are committed to providing an outstanding education to prepare our children for adult life in modern Britain in our locality by living in harmony before God.

By developing the social, moral and cultural and spiritual dimensions of pupils the school seeks to equip them to make a positive contribution to the community.

In finding time to be still and reflect, we seek to foster spirituality and a deeper relationship with God.

#### **How our Special Educational Needs and Disability Policy links with our School Vision:**

An effective Special Educational Needs and Disability policy at Christ Church allows SEND pupils to develop their resilience as learners and problem solvers, allowing them to ambitiously reach their potential. Each child has their own unique talents gifted by God; therefore, we strive to support, include and remove barriers to learning so that our SEND children to flourish no matter what their type of level of need is.

## COMPLIANCE

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Admissions Policy

This policy was created by the school's SENCO in liaison with the SEND Governor, SLT, all staff and parents of pupils with SEND with due regard given to current reform.

### SECTION 1:

- Mr Whitehouse (Head Teacher) is responsible for managing our settings response to the provision we make for children and young people with SEND.
- The person co-ordinating the day to day provision of education for pupils with SEND is Mrs Saunders. She is a member of the Senior Management Team and can be contacted via the school office or website.

### SECTION 2:

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with Special Educational Needs and Disability Code of Practice: 0 to 25 years July 2014.

### Principles and Values

In providing for those pupils defined as having Special Educational Needs and disability (SEND) at Christ Church School we seek to:

- Ensure that all pupils are valued equally.
- Identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Promote a positive self-image and self-worth of all children in the school.

- Ensure that the classroom management, teaching and differentiation of work is appropriate to the individual needs of the child and that all children make good progress.
- Promote an awareness of physical, emotional, behavioural and social needs of pupils within our school.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Ensure that Special Educational Needs are identified, assessed and supported as early as possible.
- Raise awareness of staff, pupils, parents and Governors of the needs identified.
- Work proactively with the Local Authority and outside support agencies in identifying, assessing and meeting Special Educational Needs that cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Communication and Autism Team, Educational Psychology Service, Speech and Language Therapy, Children and Adult Mental Health Service Forward Thinking Birmingham.
- Maintain and develop a range of expertise within the school by training all staff with regard to SEND.
- Monitor, review and evaluate policy and provision on a regular systematic basis.
- Create a school environment where pupils can contribute to their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

It is the responsibility of every teacher to teach all children within their class including those with SEND.

## SECTION 3:

### ARRANGEMENTS FOR COORDINATING SEND PROVISION:

The SENCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Christ Church Primary School SEND Policy;
- A copy of the full SEND Register.
- Guidance on identification of SEND in the Code of Practice
- Information on individual pupils' special educational needs, including pupil profiles, targets set.

- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.
- Information available through Birmingham's SEND Local Offer

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

## THE ROLE OF THE SENCO

The SENCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO is aware of the provision in the Local Offer and is able to work with professionals providing a support role to families to ensure that pupils with SEND receive appropriate support and high quality teaching.

The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND
- liaising with the relevant Designated Teacher where a looked after pupil has SEND
- advising on the graduated approach to providing SEND support
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- liaising with parents of pupils with SEND
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the Head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEND up to date

## SECTION 4:

### IDENTIFYING SPECIAL EDUCATIONAL NEEDS

Within our school/setting we identify the needs of pupils by considering the needs of the whole child which includes not just the special educational needs of the child or young person.

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

- has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

For children aged two or more, 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, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

(SEND Code of Practice, 2014)

We consider what is NOT SEND but may impact on progress and attainment;

- Disability ( the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEND)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being a Looked After Child
- Being a child of Serviceman/woman

## SECTION 5:

### The Graduated Approach to SEND Support

Where a pupil is identified as having SEND, schools should take action to remove barriers to learning and put effective special educational provision in place. This SEND support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil’s needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. (6.44, page 89)

Our process by which our school identifies and manages children and young people with SEND:

As the Code of Practice suggests pupils are only identified as SEND if they do not make adequate progress once they have had all the intervention/adjustments and good quality personalised teaching) (ref. pg. 88 Section 6.37 onwards). Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

Our approach to identification

The graduated approach is part of whole school teaching covering universal, targeted and specialist provision.

Quality First Teaching is the key to success for all children.

However any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning, progress and possible difficulties. The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

The SENCO will be consulted as appropriate for support and advice and may wish to observe the pupil in class through which to determine the level of provision.

The child may be recorded by the school as being under observation due to concern by parent or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evenings.

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be made to add the child to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process: · Assess - Plan – Do - Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are effective. Where the external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

#### Graduated Approach

If learning concerns continue the teacher with support from the SENCO will assess the pupil against the Language and Literacy Continuum to create the pupil's profile of strengths and weaknesses and determine the level of provision required.

Less than expected progress is characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- 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

Quality first teaching (QFT), differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Our school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered. Our school decision around whether to make special educational provision involves the teacher and SENCO who considers all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials including Pre-Key Stage Standards.

#### Plan

Planning will involve consultation between the teacher, SENCO and parents to discuss the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual targets; the support that is being provided; any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### Graduated Approach

An individual target plan (ITP) is developed which sets out a clear set of expected outcomes for children whose main need is cognition and learning. The ITP is created and updated as often as pupil progress dictates. The ITP is shared with the child and all adults working with the child.

#### Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where targeted support may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and to plan and assess the impact of targeted support to ensure links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

#### Graduated Approach

The Individual Target Plan is used to support the implementation of identified support. The ITP is implemented through quality first teaching targeted at the pupil's areas of weakness and supporting the further development of strengths. The targets are shared with the child and used as their success criteria where appropriate. The pupil is informed of progress against ITP criteria through marking: how well they have done and what they need to do to improve. In subsequent

lessons there is a supported opportunity for the pupil to revisit/review and practice ITP target (up levelling/closing the gap tasks). The ITP is a working document. As a monitoring tool, it contains evidence of progress towards achieving the targets. Comments are dated and reference is made as to where the evidence can be found. Any adult working with the child contributes to the ITP. The teacher holds the responsibility for evidencing progress according to the outcomes described in the ITP.

## Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and parents. The class teacher, supported where appropriate by the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

## Graduated Response

The ITP process informs continual review. When a new ITP has been constructed this will be as a result of the tracker being updated by highlighting and dating the targets achieved. A new ITP will then be generated and the cycle begins again. If the progress matrix continues to indicate need a new target plan is constructed as two-three targets are achieved rather than waiting for a formal point of review. The child is constantly involved in the process of reviewing progress as the targets drive their daily success criteria. Dependent on level of need and progress one of the following responses will be implemented following each review:

No additional support – usual school pupil progress monitoring as detailed above is followed. Where less than expected progress has been made the next level of provision is made (ITP driven QFT)

ITP driven QFT – class teacher creates new ITP once new targets are required to support planning. At usual pupil progress monitoring points in the year ITPs are used as evidence of progress. Where appropriate progress made the approach continues or level of support reduced to usual QFT strategies. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus additional support) and a formal review date is set. ITP plus additional support – class teacher, SENCO, pupil and parents meet to review progress. ITPs are used as evidence of the maintenance of skills acquired in interventions and support put in place (e.g. where an intervention has been used the impact on progress towards end of year expectations is monitored). Where appropriate progress made the approach continues or level of support reduced to ITP driven QFT. Where appropriate progress has not been made, a move to the next level of provision is made (ITP plus enhanced support) and a formal review date is set. ITP plus enhanced support - class teacher, SENCO, pupil, parents and appropriate specialists, meet to review progress made and assess level of provision required to continue supporting the pupil. Advice and support from specialist teachers, educational psychologist or other external agencies may be appropriate to further support our pupils. With parental support, this will be arranged by the SENCO. Any advice regarding strategies and resources will be followed and reviewed to ensure needs of the student are being met.

Review with parents will take place 3 times a year and are the responsibility of the class teacher, with support from the SENCO as appropriate. There is a standard proforma used for the review process to ensure consistency of approach across the school.

The SENCO will seek advice from other colleagues from within Access to Education linked to additional aspects of assessment linked to:

- communication and interaction
- social, emotional and mental health
- sensory and/or physical needs.

Referral for an Education, Health and Care Plan

A statutory assessment and Education, Health and Care Plan may be required for a child if the following apply:

The child:

- Has severe and/or complex long term needs that affect everyday life
- Requires provision and resources that are not normally available within an education setting
- Requires intensive help and support from more than one agency
- Despite high levels of support is making limited or no progress

A Statutory Assessment is usually requested by the school but can be requested by a parent. The decision to make a referral for an Education, Health and Care Plan will be taken at a Team Around the Child/Family (TAC) meeting.

The application for an Education, Health and Care Plans will combine information from a variety of sources including. Parents

- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>

One Page Profiles and Management Plans

In partnership with the pupil, parents and the team around the child including where appropriate outside agencies a one page profile/management plan will be created. One Page

Profiles/management plans will be updated to ensure it continues to reference personalised learning and provides living records of what needs have been identified and how to remove key barriers to learning effectively for all children identified as having SEND.

### The Voice of the Child

The Code of Practice strongly recommends pupil participation with regard to all aspects of their SEND. At Christ Church Primary we strive to show sensitivity and mutual respect in encouraging pupils to share their concerns, discuss strategies and see themselves as equal partners with the school.

We encourage pupils to participate in their learning by involving them in the ITP review cycle from the start. All ITP's produced are in child friendly language and are shared with the child at the start of each cycle and reviewed at the end on a one to one basis as appropriate. Children are asked to comment on the progress they have made towards their targets and on the support that they have received by completing a pupil view sheet; these are then shared with parents at the review meeting.

## SECTION 6: MANAGING PUPILS NEEDS ON THE SEND REGISTER

There is now a single category of support, SEND SUPPORT, so the ITP process detailed above informs our school's graduated approach. It recognises that every pupil cohort in our school will be different and ensures we provide a different profile of needs overall and requires pupil needs to be personalised to meet the cohort of need.

- Work is planned and assessed by the class teacher and teaching assistants.
- Teaching assistants support the implementation and delivery of ITP targets.
- SENCO monitors the child's development; supports the review meetings and target setting process.
- We wish to foster autonomy and independence in all our children and therefore always provide support in whole class setting where possible and where appropriate.
- Children are taught alongside peers in a whole class setting where possible however on occasions they may:
  - work in small groups
  - work one to one with a teaching assistant or external specialist staff
  - small group interventions take place during the week. Children are involved in individual intervention programmes as appropriate

## SECTION 7: CRITERIA FOR EXITING THE SEND REGISTER/RECORD

Although in the first instance it is our intention that we provide short-term appropriate support to enable our pupils to succeed, at times pupils may require longer term support. Any movement through or from the Special Needs Code of Practice stages will be done through consultation with the SENCO, class teacher, parents and where appropriate the pupil.

## SECTION 8: SUPPORTING PUPILS AND FAMILIES

Parents and carers are consulted about their child's needs as soon as the school has identified that a child has SEND. ITP review meetings are held termly with the SENCO and a member of the teaching team to inform parents of their child's progress, discuss any intervention or programme of action and inform future targets. Outside agencies are invited to attend these meetings as appropriate. Parents are given the opportunity to comment on their child's progress and provision during the review meeting. Parents are welcome to discuss their child's difficulties at any time with the SENCO who is contactable by telephone or email. Verbal consent is always sought before any contact is made with outside agencies and verbal feedback is always given. Parents are welcome to receive copies of ITPs. We ask that parents work in partnership with school and alert us to any concerns that they may have about their child's progress and provision.

The following are also available to support parents/carers and families:

LA local offer (Regulation 53, Part 4) The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.localofferbirmingham.co.uk/>

- Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/>

or by speaking to Children's Information and Advice Service (CIAS) on 0121 303 1888

- or by speaking to SEND Information, Advice and Support Service (SENDIASS) on 0121 303 5004 or at <http://www.birmingham.gov.uk/sendias>
- SEND Information Report; Regulation 51, Part 3, section 69(3) (a) of the Act Information about Christ Church School's SEND offer is available on the school website.

Links with other agencies to support the family and pupil - The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Sharing knowledge and information with our support services is the key to the effective and successful SEND provision within our school.

- The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the information contained in our school prospectus.
- How do you ensure SEND children are able to access exams and other assessments and who is responsible for this in your school?

- Transition – from class to class, across key stages and to another school – including Secondary School and Post 16
- Supporting Children with Medical Needs/First Aid policy – found on school website

## SECTION 9: SUPPORTING TRANSITION

If a child has additional needs and is in a pre-school setting we liaise with the relevant staff and any outside agencies to gain as much information as possible about the child's needs. This may include attending meetings, visiting the child in their setting and arranging additional meetings and visits within our own setting as appropriate.

A child's annual transition within our school is supported by staff, parent/carers and outside agencies as appropriate to the child.

When a child moves to a new school we ensure that all information regarding the child's special educational need is transferred across. We will arrange additional visits and will invite the SENCO to meet with ourselves and parents as appropriate.

## SECTION 10: SUPPORTING PUPILS AT SCHOOL WITH MEDICAL CONDITIONS

- The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEND) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- The arrangements in place in our school to support pupils at school with medical conditions are detailed in the policy Supporting Children with Medical Needs/First Aid Policy.

## SECTION 11: MONITORING AND EVALUATION OF SEND

- Our school regularly and carefully monitors and evaluates the quality of provision we offer all pupils
- Evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils
- In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents and pupils throughout the year. This is done in the form of parent and pupil questionnaires, staff discussion and through progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

## SECTION 12: TRAINING AND RESOURCES

- We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND support and training from SEND services where necessary.
- The Head teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management.
- The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.
- Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.
- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- All teachers and support staff undertake induction on taking up a post and this includes information with regard to SEND to explain the systems and structures in place around the school's SEND provision and practise and to discuss the needs of individual pupils.

The school's SENCO regularly attend the LAs SENCO network meetings in order to keep up to date with local and national updates in SEND. The SENCO also attends relevant SEND courses, and SENCO Consortium meetings and facilitates relevant SEND focused training opportunities for all staff as we recognise the need to train all our staff on SEND issues.

## SECTION 13: ROLES AND RESPONSIBILITIES

### The Governing Body

- Do their best to ensure that the necessary provision is made for any pupil with SEND
- Be secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEND
- Be secure that where the SEND governor or the Head Teacher has been informed by the LA that a pupil has special needs those needs are made known to all who are likely to teach them.
- Consult the LA or other Governing Bodies when necessary to co-ordinate SEND provision in the area as a whole.
- Ensure all SEND children have access to the National Curriculum and receive special provision required including efficient use of resources.
- Have regard to the Code of Practise and Public Sector Equality Duty when carrying out duties towards SEND pupils.
- Ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

## The Head Teacher

The Head Teacher has responsibility for:

- The day to day management of the school's SEND work.
- Keeping the Governing Body informed of SEND issues.
- Liaising with the SENCO and outside agencies.
- Ensuring that all teachers understand their own responsibilities in respect of SEND and the Public Sector Equality Duty
- Ensuring all statutory reviews are appropriately completed.

## The Class Teacher

Every Class Teacher has responsibility for:

- Liaising regularly with teaching assistants as to planning, objectives, interventions and progress.
- Maintaining a current working knowledge of pupil progress.
- Consulting with the SENCO.
- Ensuring that targets are adhered to.
- Completing review paperwork as part of the review cycle.
- Attending review meetings where appropriate.
- Employing a range of teaching styles.
- Deploying teaching assistants flexibly and effectively to support S.E.N pupils
- Adhering to the school's SEND policy and Public Sector Equality Duty.

## The Parent/Carer

At Christ Church Primary School we strongly uphold the view that parents/carers play a critical role in ensuring their child achieves their full potential. We recognise that parents/carers hold key information that will inform school staff about their child's need and we value this contribution.

We actively encourage parents/carers to:

- Communicate regularly with their child's class teacher, the teaching assistant and SENCO to alert them to any concerns that they have about their child's learning.
- To inform the school of any existing SEND provision on admission or when transferring to the school.
- To provide appropriate support and encouragement at home in helping the child achieve their targets.
- To attend all meetings wherever possible
- To inform the school of any environmental issues that may affect or impede the progress of their child.
- To ensure that their child attends school on time and regularly.

## SECTION 14: STORING AND MANAGING INFORMATION

All documentation is stored in accordance with school policies and procedures with regard to data protection.

## SECTION 15: REVIEWING THE POLICY

Policy is reviewed annually.

## SECTION 16: ACCESSIBILITY

Information with regard to our schools accessibility policies and procedures are available through the website and the school office

## SECTION 17: DEALING WITH COMPLAINTS

- If a parent or carer has any concerns or complaints regarding the care or welfare of their child they are to follow our schools complaints procedure which can be found on the school website.
- If parents have a specific concern with regard to SEND we ask that they speak to the class teacher and/or SENCO in the first instance.

## SECTION 18: SAFEGUARDING

The school recognises the potential vulnerability of children with additional SEND and the following policies reflect this:

- Child Protection/Safeguarding Policy
- Behaviour Policy
- Anti-bullying Policy
- E-Safety Policy
- Intimate Care Policy
- Public Sector Equality Duty

As part of our on-going review procedures for SEND children, high regard is always given to their safeguarding.

## SECTION 20: APPENDICES

Our schools SEND Information Report can be found on the school website

[www.christchurch.bham.sch.uk](http://www.christchurch.bham.sch.uk)

November 2017

Reviewed by Governing Body- December 2020

