

Christ Church C of E School

Special Educational Needs and Disability Policy



Autumn 2024

Christ Church
C of E Primary School
Regents Park
NW1 4BD

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Vision and Values

The Christian faith is at the heart of our school community.

At Christ Church we all care, learn and work together for God and others.

'For we are all God's handiwork, created in Christ Jesus to do good works, which God prepared in advance for us to do'. Ephesians 2:10

Our Christian Values are

Creation, Community, Endurance, Thankfulness, Reconciliation, Wisdom

The distinctive nature of our approach to education can be found in our explicit Christian values, our collective worship, our grounded Christian ethos, our carefully crafted curriculum and in our Religious Education.

We aim to provide ambitious learning opportunities, promoting achievement in every area and nurturing social, emotional and spiritual well-being.

We actively promote the children's cultural capital (defined as the acquisition of skills and knowledge which an individual can draw on to give them an advantage in life). We will introduce them to strong role models who will impart their knowledge and wisdom to help the children engender an appreciation of human creativity and achievement and to become responsible local and global citizens.

Character and resilience are the qualities we promote within our children, developing the inner resources that we call on to help us in life. We instil these qualities in our children to make sure that they are ready to make their way in the world as robust, confident and inquisitive individuals.

We know that confidence, knowledge and skills will help them to become compassionate and well balanced young people. We want them to take their place in society as active citizens, economically independent, exemplifying the British values of equality, mutual respect, democracy, individual liberty and rule of law.

We use our six Christian values, Creation, Wisdom, Thankfulness, Community Endurance and Reconciliation, to reinforce and enrich our teaching wherever applicable.

- **Creation**
For every house is built by someone, but God is the builder of everything. Hebrews 3:4
- **Wisdom**
For the LORD gives wisdom; from his mouth come knowledge and understanding. Proverbs 2:6
- **Thankfulness**
Give thanks to the LORD, for he is good; his love endures forever. 1 Chronicles 16:34
- **Community**

My command is this: Love each other as I have loved you. John 15:12

- **Endurance**

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up. Galatians 6:9

- **Reconciliation**

Bear with each other and forgive one another if any of you has a grievance against someone. Forgive as the Lord forgave you. Colossians 3:13

Our vision is inclusive and seeks to promote the whole child thrive within our Christ Church family.

Each member of our Christ church family; children, parents and staff are valued as God's creation. We believe in full inclusion and acceptance of all and that this allows every individual to flourish.

2.Compliance and Key Staff

This policy complies with the statutory requirement laid out in the Special Educational Needs and Disability (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 SEN 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 2014)
- Safeguarding Policy
- Accessibility Plan

Teachers Standards (2012)

This policy was developed in consultation with the school community, Parents/carers of children with SEND, children with SEND, teachers, teaching assistants, the Governing Body, Senior Leadership Team, Camden SENDCo's (Special Education Co-ordinator), Camden's team of support SENDCo's, charities, agencies, Code of Practice, The Children and Families Bill and evidence from the government's pathfinder partners.

It was developed in line with Christ Church's and Camden's Local Offer, and the framework for the Schools Information Report. We have a separate policy for Medical needs.

Our Head Teacher - Mrs Paula Walker – provides leadership on inclusion and high achievement for all.

Our SENDCO - Miss Amy Stroud - leads on the day to day operation of our SEN procedures following guidance in the SEN Code of Practice. Our school SENDCO is also the Deputy Headteacher.

Our SEND Governor – Ms Carol Walters – has responsibility for monitoring and supporting the school on SEND matters on our governing body.

Our School Office Manager – Mrs Jean Smith – can give you copies of our policies.

Our Safeguarding Child Protection Governor – Mrs Julie Nicholls – has responsibility for monitoring and supporting the school on Safeguarding matters on our governing body.

Parent Governors - Mrs Anita Thomas and Mrs Carol Walters – represent the voice of the parents on the governing body.

All members of staff can be contacted by e mail: admin@cchurchnw1.camden.sch.uk

3. Introduction

Here it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential.

Every teacher at Christ Church is a teacher of pupils with SEND

What Christ Church values:

- We welcome difference and diversity – learning from and about diversity strengthens our community
- We value, respect and celebrate the achievements of all children
- We will always involve carers/families in planning and reviewing progress; we know that parents are the first educators of their child - we need their knowledge to plan effectively. We call these meetings 'structured conversations' and they are a chance for you as a parent to share your expertise regarding your child
- We know that the earlier we identify special educational needs and provide support, the more successful our children will be
- We will provide expert support and resources for children with SEND to fulfil their potential
- Our starting point is to guarantee a whole school approach to making provision for children with SEND: we make sure that all staff have the knowledge and skills to support all children with SEND in our school

4.Aims and objectives

The aims of this policy are:

- to create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to make clear the expectations of all partners in the process

- to ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- to ensure support for pupils with medical conditions full inclusion in all school activities by ensuring consultation with health and social care professionals
- to identify the roles and responsibilities of all staff in providing for children's special educational needs
- through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- to work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

5.Equal Opportunities and Inclusion

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

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

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate and communicate information at different rates
- require a range of different teaching approaches and experiences

Teachers respond to children's needs by:

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

6.The four areas of Special Educational Needs and Disability

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

The four areas

- **Communication and interaction** – This can include speech, language and communication needs (SLCN); Autism Spectrum Disorder (ASD), Asperger's Syndrome
- **Cognition and learning** – This can include Specific Learning Difficulties (SpLD); moderate learning difficulties (MLD), dyslexia, dyscalculia, dyspraxia, Severe Learning Difficulties (SLD)
- **Social, mental and emotional health** – This can include attention deficit hyperactive disorder (ADHD); depression, eating disorder, attachment disorder, self-injury

- **Sensory and/ or physical needs** – This can include Vision impairment (VI); Deafness or Hearing impairment (HI); Multi-Sensory impairment (MSI); Cerebral Palsy etc.
- **Medical needs:** refer to the policy on Medical Conditions. Where a child has a medical need and SEN, provision is well-coordinated and managed by the SENDCo.

We recognise that some children may have more than one Special Educational Need.

7.Admissions

At Christ Church we welcome all children including those who have Special Educational Needs (SEN) and/ or Learning Difficulties and Disabilities (LDD). We have high expectations for our pupils and will ensure that all children make progress in their academic as well as social and emotional development.

Inclusion is at the centre of our school's aims and values.

Our admissions policy can be found here –

<https://www.cchurchnw1.camden.sch.uk/attachments/download.asp?file=160&type=pdf>

Christ Church has an Accessibility plan, which ensures all learners are able to access our environment and curriculum.

8.Related policies

This policy should be read in conjunction with:

- Teaching and Learning Policy
- Marking and Feedback Policy
- Equalities Plan
- Behaviour Policy
- Gifted and Talented policy
- Christ Church SEN Information Report

The school follows the national guidance on Special Educational Needs (SEN) and Learning Difficulties and Disabilities (LDD), which is set out in the Code of Practice (2014).

We use government guidance on the definition of disabilities. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.

9.Identifying SEND

The 2014 SEND Code of practice states:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

6.16 Schools should assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, schools should consider evidence that a pupil may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

6.17 Class and subject teachers, supported by the senior leadership team, should make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be 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

6.18 It can include progress in areas other than attainment – for instance where a pupil needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

6.19 The first response to such progress should be high quality teaching targeted at their areas of weakness. Where progress continues to be less than expected the class or subject teacher, working with the SENCO, should assess whether the child has SEN.

6.20 For some children, SEN can be identified at an early age. However, for other children and young people difficulties become evident only as they develop. All those who work with children and young people should be alert to emerging difficulties and respond early. In particular, parents know their children best and it is important that all professionals listen and understand when parents express concerns about their child's development. They should also listen to and address any concerns raised by children and young people themselves.

6.21 Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN. Where there are concerns, there should be an assessment to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting behaviour a multi-agency approach, supported by the use of approaches such as the Early Help Assessment, may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more costly intervention at a later stage.

6.23 Slow progress and low attainment do not necessarily mean that a child has SEN and should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities.

Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

We recognise that some children may have more than one Special Educational Need.

It is important to consider what is not SEN, to ensure identification is accurate. At Christ Church we recognise that the following examples would not be considered as a reason to identify a child as SEN:

- short term lapse in progress and learning
- attendance and punctuality
- health and welfare
- housing difficulties
- English as an additional language
- being in receipt of the Pupil premium
- Being a looked after child
-

Provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities and contact with the children. The school will assess each child's current levels of attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's Nursery and reception experiences. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting before arriving at Christ Church. If it is not, then Christ Church School will actively seek this information. This process will be the same for 'casual admissions'.

The class teacher and SENCO will use all gathered information to:

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

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Christ church employ a number of Bengali speaking adults who can assist with assessment and the Local Authority Language and Communication Team can provide fully trained professionals who can speak a number of languages.

Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

10.Cycle of assessment and identifying at Christ Church

1. Teacher/parent/carer raises concern or pupil progress data indicates a lack of progress
2. Monitoring by class teacher and SENDCo
3. Targeted intervention put in place and monitored.
4. Child's progress is reviewed.

5. Next steps:

- Child has made progress and the gap is closed

or

-Child has not made progress and more personalised targets and provision are required – Child is added to SEND profile. A referral could also be made to outside agency, if appropriate.

If a child is added to or removed from the SEND profile, the parents/carers will always be informed.

11.Monitoring Children's Progress

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the SENDCo to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The SENDCo and head thoroughly analyse all pupil progress data (including SEND data) termly, to track progress and ensure current provision is targeted effectively.

At Christ Church the SENDCo may also observe the child and liaise with all adults involved to form agreed strategies. Parents are always involved in this process from the beginning and school staff have regular meetings with parents to discuss provision and progress.

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

Adequate progress can be identified as that which:

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

In order to help children with special educational needs, Christ Church will adopt a graduated response. This may see us using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of an IEP (Individual Education Plan), which will be in a child friendly format, provision maps and the SENDCo will have responsibility for ensuring that records are kept and available when needed. Children and parents are fully involved in the target setting process.

Christ Church is provided with a delegated fund to support our pupil with SEN. The SENDCo is responsible for managing this, in conjunction with the school bursar and head teacher.

12.How we work with specialist services

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist

assessment or very occasionally be involved in teaching the child directly. The child's individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. Ensuring the delivery and recording in of continues to be the responsibility of the class teacher.

Outside agencies may become involved if the child:

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

The services provide a range of support including:

- working one to one and with small groups children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

Specialist Service	Frequency	Examples of what they do
Educational Psychologists	6 visits a year	Observation of children. Advice to staff, parents + children Support for assessments
The Camden Hearing Impaired service The Camden Visually Impaired service	By referrals for specific children	Support and advice to parents, children school staff on meeting the needs of HI and VI children Staff training
Occupational Therapists	3 per term	Support children with sensory difficulties.
Camden Language and Communication Service	Weekly	Support children with speech and language difficulties.
Camden Physical Disability (PD) Outreach Service	When required	Support children with physical disabilities.
Camden Education Welfare Service	Monthly	Support families of children with poor attendance
The CAMHS Team	When required	Support for the emotional and personal development of children Staff training
SCAS	When required	Helping schools with identification planning for students with ASD (Autistic Spectrum Disorder)
MOSAIC – supporting children with complex needs	When required	Support children with complex needs.
Social Services	When required	Support complex families

Health visitor/school nurse	Fortnightly	Support children with health difficulties and carries out health checks in Reception and year 6.
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13.School Request for Statutory Assessment or Education Health and Care Plans (from September 2014)

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

The evidence will include:

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

Views of the parents.

The parents of any child who is referred for statutory assessment will be kept fully informed of the progress of the referral. Children with an Education Health Care Plan will be reviewed each half term in addition to the statutory annual assessment. When this coincides with transfer to high school, the SENCO from the high school will be informed of the outcome of the review.

If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a case history of the child to date. Parents have the right to request a statutory assessment.

14.Interventions provided at Christ Church

We follow the graduated response to support, which is a three-wave model.

- **Wave 1** - High quality "inclusive", differentiated lessons to all children
- **Wave 2** – Small group intervention for children who can be expected to catch up with their peers as a result
- **Wave 3** – specifically targeted interventions and personalised support for individual children

How the school adapts the curriculum and learning environment for pupils with special educational needs

The SENDCo and the child's class teacher and/or an external agency will decide on the action needed to help the child progress in the light of earlier assessments.

This may include:

- Different learning materials or specialist equipment e.g sloped writing desk, social stories, visual timetables, task checklists,
- Evidenced based interventions including:
 - For reading and writing - Little Wandle Catch Up, Toe by Toe, Project Code X, 15 minutes a day reading catch up, phonics boosters, Soundroutes, 1:1 tuition, 1:3 tuition,

- For maths – Number box, 1:1 tuition, 1:3 tuition
- For Language and communication – Socially speaking group, Lego club, Box Clever, Talk boost
- For social and emotional needs – Nurture group, circle of friends, Cognitive behavioural therapy group
- Support from our Vulnerable groups coordinator'
- Support from our 'Close the gap' teacher
- 'Sensory diets' carried out daily
- Environment adaptations – Large screen TV, painted steps and specialist equipment for pupil with Visual Impairment, ramps and adapted toilets for pupils with cerebral palsy.
- Exam arrangements for SATs tests e.g adult reader, extra time, individual workspace

After initial discussions with the SENDCo, the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parent's will be invited to meet regularly with the class teacher and SENDCo to discuss learning targets and progress on a termly basis. IN some complex cases this may be more frequent.

The SENDCo will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

TIPiC

We are proud to say we are a Trauma Informed School (TIPiC) and all staff have been trained in trauma informed training. TIPiC is a systems intervention characterised by trauma aware processes, approaches and values. It focuses on the wellbeing at both organisational and individual levels.

The model allows staff members to understand a child's triggers and their window of tolerance to equip staff with the correct tools to help a child in a time of crisis or if they are escalated. Eventually enabling our children to become individuals who have the skill set to manage their own emotions independently.

We believe that being a trauma informed school helps us to realise the widespread impact of trauma and understand the potential paths for recovery. We can recognise the signs and symptoms of trauma in young people which allows us to RESPOND by fully integrating knowledge into our everyday practise. This helps us to actively resist re traumatisation of a child who might be struggling.

The SENDCo and the child's class teacher, TA and/or an external agency will decide on the action needed to help the child's progress in regulating their emotions which may include:

- Zones Of Regulation
- Calm corner
- Understanding their own triggers
- Understanding what tools to use to help them deescalate
- Place2Be
- Identifying their safe adults to talk to within the school
- Working in a smaller group

15.Partnership with parents

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs will be treated as partners given support to play an active and valued role in their child's education. All parents of children with Special educational needs will be invited for a meeting which follows the outline of a 'structured conversation'.

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

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

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

Parents always have access to the SENDCo through a school office email address.

16.Evaluating the effectiveness of provision at Christ Church

The head and SENDCo monitor the effectiveness of our SEND provision in the following way

- Half termly data analysis
- Pupil observations
- SEN book looks
- IEP reviews
- Impact of intervention analysis
- Teaching assistant and Learning support assistant observations
- Performance management targets of TAs and LSAs
- Learning walks with SEN governor
- Consultation with outside agencies

17.Listening to the view of SEND pupils

Pupils with SEND at Christ Church are listened to and involved in their own target setting.

They have the opportunity to share their views in the following way:

- Personalised IEPs and 'My Plans' – Children are always consulted on their views, their own view of their strengths and weaknesses are always included on target sheets and 'My plans'.
- They get to share their view of their learning journey / talk about what they are enjoying or finding tricky as part of their annual review.
- Pupil voice boxes
- Pupil questionnaires
- School council
- IEP reviews

- Class circle times
- PSHCE lessons
- Creating and presenting PowerPoint presentations and videos for Annual Reviews

Pupils with SEND have the same opportunities as all pupils to join the school council, become a playground friend and share their views and opinions.

18. Staff training at Christ Church

All staff at Christ Church are regularly given the opportunity to attend relevant SEND training.

SEND training is divided into three level of training/development:

- ✓ Basic Awareness – for those in contact with pupils with particular SENs
- ✓ Enhanced – for those working regularly with pupils with particular SENs – e.g. adapt teaching + learning
- ✓ Specialist – in depth training: for staff in the school advising and supporting on specific needs

The SENCO and head are proactive in targeting training in the event of a new child with SEN starting at school. In house training is regular and on-going. Staff are also encouraged to put forward or ask to attend any training that they are interested in to develop their own CPD. There is always opportunity to help develop the staff's skills to help understand our children better.

Recent training has included

- Whole staff Autism Spectrum Disorder training
- Whole staff INSET on current interventions
- Sensory circuits training
- Project Code X training
- ASD awareness training – 2 day course
- SENDCO and head both have achieved SEN national award

19.The Role of The SENDCo

The Special Educational Needs Co-ordinator's [SENCO] responsibilities include:

- overseeing the day to day operation of the school's SEN policy
- coordinating provision for pupils with SEND
- liaising with and advising teachers and support staff, e.g. on overcoming barriers to learning and effective teaching for pupils with different needs
- managing Teaching Assistants
- overseeing the records of pupils with SEND
- liaising with parents/carers of pupils with SEND
- planning effective transitions to new class groups and new schools
- providing specialist training and advice to ensure all staff are skilled and confident about meeting a range of needs
- liaising with external agencies including LA support and educational psychology, health and special services and voluntary and community groups

20.The role of the Governing Body

The SEN code of practice (2014) states

There should be a member of the governing body or a sub-committee with specific oversight of the school's arrangements for SEN and disability"

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively.

The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy.

The Senco and Head meet regularly with the SEN Governor.

The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings. The Head teacher reports the outcome of the review to the full governing body.

21. Transition procedures

When a child comes into our Nursery or Reception class, a member of staff will make a home visit and, where relevant, collect information and records from previous Nursery provision. We always encourage parents to visit our Nursery or Reception classes. We plan carefully to help children to feel safe and settle in. We have "Settling in" days, "Lunch-time visits" and "Playground visits".

We create a document called 'My plan' to help the child get to know teachers and support staff and become familiar with the building.

When a child moves up to the next class, we organise "Hand-Over" meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.

We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.

Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them

When a child comes to our school in the middle of a term, we plan a range of support – depending on the particular needs of each child. This often involves a team of "Buddies" to help her/him settle in to the new class and provide help to find their way around the school.

You can see our policy on transition from Nursery to Reception at:

<https://www.cchurchnw1.camden.sch.uk/attachments/download.asp?file=162&type=pdf>

Transition between Key stage – Teachers hold handover meetings with an item on the agenda to discuss the specific needs of pupils with SEND.

The SENDCo has visited many secondary schools with parents of SEND pupils to support them in making a confident choice. The SENDCo meets with secondary SENDCos to pass over relevant documents and information.

22. How we deal with complaints about our SEND provision

·The key principles of the complaints procedure are to:

- resolve complaints at the earliest possible stage using a staged approach;
- make all reasonable adjustments to ensure that parental concerns and complaints are addressed;
- build parents/carers' confidence and trust in the quality of provision that the school makes for children with SEN/LDD.

If you would prefer to speak to an independent adviser, you may wish to talk to SENDIASS, Parent Partnership adviser, Victor Baldock on 0207 974 6264.

A Five Stage Procedure

If a parent/carer is unhappy about something that is happening at school – for example, their child is making slow progress in learning or appears to be very unhappy in school – the school encourages parents to discuss their concerns with the school.

Guidance For Parents

Stage 1 - First of all talk to your child's class teacher – you may need to make an appointment to make sure you have enough time. The school believes that a face-to-face discussion with the class teacher will address most worries and concerns. You can bring along a friend, relative or advocate to the meeting if you want to. The class teacher will listen carefully and take time to understand what you feel was the cause of the concern. S/he will ask you what you would like the school to do to give you confidence about the future and they will make every effort to address the concern informally by making any reasonable change in practice. However, this does not mean that in every case they will come round to your point of view. It will help everyone to understand both sides of the matter in question. This will help to prevent a similar problem happening again in the future.

Stage 2 - If you are not satisfied with the teacher's response the next step is to discuss the concern with the school's SENDCo. Again, you can bring along a friend, relative or advocate to the meeting if you want to and the SENDCo will listen carefully to your concerns. They will also take account of your discussion with the class teacher and then try to get agreement on the best way forward.

Stage 3 - If you are not happy that the SENDCo has been able to resolve your complaint you can make a complaint to the Headteacher. You should talk informally to the Headteacher first but if you want to go on to a formal complaint, you will need to put this in writing. Please contact Jeanie at the school office to advise you how to do this. You will also find it helpful at this stage to have a copy of the school's Complaints Procedure because this explains in full detail what procedures are followed. You can collect this from the school office.

The Headteacher will arrange a meeting to discuss the problem - again, you can bring along a friend, relative or advocate to the meeting if you want to. The Headteacher will conduct a full investigation of the complaint and will talk to any staff and or children who are involved. You will receive a written response to your complaint.

Stage 4 - If this stage is unsuccessful, the next stage is to have a conversation with the link SEN Governor to explore the possibility of mediation before you present a complaint formally to a Governors' Complaints Panel.

Stage 5 - If you are still unhappy the next step is to approach the Chair of Governors. In the large majority of cases the problem will have been solved before this stage. However, if you are not satisfied, you may wish to contact the Chair of the Governing Body for a referral of your complaint to a Governor's Complaints Panel. A group of three governors who have no previous knowledge of the problem will hear your complaint. They will therefore be able to give it a fresh assessment. The panel will invite you to

speak at a meeting that the Headteacher will also attend. You will receive a written response to your complaint.

NB: If you are still unhappy you can contact Camden's Special Educational Needs department.

23.STORING AND MANAGING INFORMATION

SEND files are stored in the Deputy Head's Office.

'My Plans' and IEPs are saved on the school's shared system and teachers are expected to store paper versions in their Inclusion files.

SEND files follow children though to their secondary school or transitioning school.

24.Policy review

This policy will be reviewed annually by the SENDCo, head and governing body