



**Christopher Reeves  
Living Our Values**

**SPECIAL EDUCATIONAL NEEDS  
POLICY**

**Christopher Reeves Church of England VA Primary  
School**

**is part of the Chellington Church of England Federation  
whose vision for the school communities is:**

**Happiness Through Wisdom**

*“Gold there is, and rubies in abundance, but lips that speak knowledge are a rare  
jewel.”*

Proverbs 20:15

**January 2023**

**Date of next review: January 2024**

**Responsibility: Learning and Outcomes**

*Special Educational Needs Co-ordinator (SENDCo): Mrs B Aellen*

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (August 2014 / amended January 2015) 3.65 and has been written with reference to the following legal and guidance documents:

- **Equality Act 2010:** the school has a statutory duty not, directly or indirectly, to discriminate against disabled children and young people and must make 'reasonable adjustments', including the provision of auxiliary aids and services for them, and the school must have an 'anticipatory duty' towards disability.
- **Equality Act 2010: advice for schools DfE Feb 2013:** non-statutory advice from the DfE to help schools understand how the Equality Act affects them and how to fulfil their duties under the Act
- **Supporting pupils at school with medical conditions April 2014:** Statutory guidance from the DfE
- **Working Together to Safeguard Children (2013):** statutory guidance from the DfE which sets out what is expected of organisations and individuals to safeguard and promote the welfare of children
- **The National Curriculum in England Key Stage 1 & 2** (Sept 2013 updated May 2015)
- **Teachers Standards** (July 2011 updated June 2013)
- **Schools SEND Information Report Regulations** (2014)

The policy has links to the following school policies:

- Teaching and Learning
- Assessment
- Behaviour
- Safeguarding
- Anti-Bullying
- Equal opportunities and racial equality
- Admissions

**“Every teacher is a teacher of every child including those with Special Educational Needs and / or disability.”**

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## **1. RATIONALE**

Christopher Reeves Primary School is part of the Chellington Church of England Federation which is a Christian learning environment at the heart of its communities. We promote care and respect, and expect high standards in all aspects of Federation life.

As a Church of England school, we promote a friendly, caring, family ethos where everyone works as a team to support each other across all areas of school life.

At Christopher Reeves, we aim to build communities clearly based on Christian values where the whole community is encouraged to 'Live our Values' being strong and courageous to follow God's love and stand steadfast. "Be strong and courageous, do not be afraid, do not be discouraged, for the Lord, your God, will be with you wherever you go." Joshua 1:9

This policy, and its associated procedures and protocols, is based on these key principles.

With these principles in mind, Christopher Reeves Primary School is a Church of England school and is founded on Christian principles. We are proud of our Values-based ethos and nurturing environment which we believe is the key to enabling all pupils to achieve to their full potential. We are fully inclusive and all children have access to a broad ranging curriculum which not only emphasises the skills, understanding and knowledge associated with core subjects but also incorporates the spiritual moral, social and cultural development of every pupil. In implementing this policy, we believe pupils will be helped to overcome their difficulties and go on to gain confidence and self esteem in themselves as learners, thereby having the best chance of achieving their full potential both at school and beyond.

Our policy and practice reflects the philosophy and fundamental principles within the SEND Code of Practice (*SEND CoP*):

*"the need to support the child or young person, and the child's parents, in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood." (SEND CoP 1.1)*

## **2. DEFINITION OF SPECIAL EDUCATIONAL NEEDS AND DISABILITY**

2.1 A child has special educational needs if he or she has a learning difficulty, which calls for special educational provision to be made for him or her.

2.2 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 children of the same age; or*
- *has a disability, which prevents or hinders him or her from making use of educational facilities of a kind generally provided for children of the same age in schools within mainstream schools. (SEND CoP Section 1: xiii&xiv)*

2.3 Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘... a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities’. This definition provides a relatively low threshold and includes more children than many realise: ‘long-term’ is defined as ‘a year or more’ and ‘substantial’ is defined as ‘more than minor or trivial’. (*SEND CoP Section 1: xviii*)

### **3. PRINCIPLES**

In line with the Code of Practice (2015) and the Children and Families Act (2014), the following principles guide our Aims and Objectives

3.1 All pupils with SEND must have their needs routinely met.

Furthermore:

- All pupils with SEND should have the opportunity to learn alongside their mainstream peers in an inclusive environment
- All pupils benefit from ‘Quality First Teaching’: this means that all teachers are expected to assess, plan and teach all children at a level which allows them to progress
- Collaborative working with external partners and services is essential to ensure we effectively meet pupil need

3.2 Early identification and early intervention are essential for ensuring better outcomes for pupils.

Furthermore:

- All pupils are encouraged and supported to be active partners in the decision making about their education
- Active, respectful involvement of parents/carers as equal partners in the education of their child has a positive impact on the learning and well-being of their child

3.3 Raising the achievement of pupils with SEND is a whole school responsibility.

Furthermore:

- Effective transition arrangements must be in place across all phases of education (and indeed into adult life) to ensure positive outcomes for the pupil and their family
- Resources allocated to SEND must be effectively used to secure maximum impact and value for money

## 4. **AIMS & OBJECTIVES**

### 4.1 To meet the diverse needs of pupils with SEND

#### Objectives:

- Identify barriers to learning & participation as early as possible - by gathering information from parents, education , health and care setting, early years settings & child profile
- Accurate identification – by maintaining and updating staff knowledge and making effective use of external specialist services
- Plan, deliver and assess a curriculum that is differentiated for a range of pupil needs
- Provide appropriate in-class support which enables all pupils to have access to the whole curriculum
- Provide Individual Educations Plans (IEPs) or One page profiles (OPP) for pupils with SEND and incorporate their actions into curriculum planning

### 4.2 To achieve early and accurate identification and provide appropriate interventions

#### Objectives:

- Use a whole school approach to identification, intervention and assessment for pupils with SEND
- Make use of external agencies in identification and planning for pupils with SEND
- Engage parents /carers as part of the identification & intervention process, and develop effective partnerships between home, school and outside services
- Monitor progress of pupils with SEND to ensure interventions are effective

### 4.3 To raise the achievements of pupils with SEND

#### Objectives:

- Encourage children and parents/carers to participate in decision-making about provision to meet their special educational needs
- Track and monitor provision and procedures which have been put into place to ensure children with SEND make significant progress as they move through the school
- Ensure that assessment and record-keeping systems provide adequate means of recording attainment and achievement, giving sufficient information for planning progression
- View our SEND provision as an ongoing, developing process, and be alert and flexible to pupils' day-to-day responses

## **5. ROLES AND RESPONSIBILITIES**

### **5.1 The Governing Body**

To meet with the statutory requirements of the code of Practice (2015) and Children's and Families Act (2014), there is a member of the Governing Body and a sub-committee with specific oversight of the school's arrangements for SEN and disability.

- Governor: Mrs P Cameron
- Committee: Learning and Outcomes

The Governing Body, in consultation with the Head Teacher, determines the school's policy and approach to provision for pupils with special educational needs, establishes the appropriate staffing and funding arrangements and maintains a general overview of the school's work, specifically:

- Ensures appropriate provision is made for any child with SEND
- Ensures all children, including those with SEND have access to a broad, balanced and appropriately differentiated curriculum
- Appoints a representative of the Governing Body to oversee SEND provision
- Ensures that pupils with SEND are fully involved with school activities
- Ensure that parents are involved at relevant meetings
- Ensures that the Governing Body are involved in developing and reviewing SEND Policy; the SEND Governor visits the school and discusses with the SENDCO progress towards the SEND action plan, and reports back to the Learning and Outcomes Committee.

The Governing Body must publish information on the website about the implementation of the SEND Policy. This document, The SEND Information Report will be updated annually, and more frequently should there be significant changes in legislation or information during the year.

The Governing Body delegates the responsibility for implementing policies and guidelines to the Head Teacher.

### **5.2 The Head Teacher**

The Head Teacher is responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn.

The Head Teacher keeps the Governing Body informed of all developments with regard to SEND.

The Headteacher shares the day-to-day provision of education for pupils with SEND with Mrs B Aellen (SENDCo).

### **5.3 SENDCo**

The role of the SENDCo involves:

- Overseeing the day-to-day operation of the school's SEND policy
- Ensuring an appropriate budget allocation to meet SEND
- Interpreting legal requirements for staff, parents and governors
- Co-ordinating and evaluating provision, including interventions, for children with SEND.
- Monitoring the progress of children with SEND alongside the class teacher
- Liaising with and advising teachers whenever necessary
- Monitoring and evaluating the quality of provision
- Overseeing the records of all children with SEND
- Maintenance of the SEND Register
- Liaising with parents of children with SEND
- Organising and delivering INSET in order to meet the needs of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services, and voluntary bodies
- Ensuring that relevant background information about individual children with SEND is collected, recorded and updated
- Overseeing the pupil profile, IEP and review process for both statemented and non-statemented children

### **5.4 Teachers**

The role of class teachers involves:

- Being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- Working with the SENDCo to decide the action required to assist the pupil to make progress
- Working with the SENDCo to collect all available information on the pupil
- Developing and reviewing IEPs for pupils
- Working with SEND pupils on a daily basis to deliver the individual programme set out in the IEP
- Developing effective relationships with parents and keeping them informed of progress
- Encouraging pupils to participate in decision-making
- Being involved in the development and review of the school's SEND policy
- Continuously assessing pupil progress and identifying the next steps to learning
- Working with the SENDCo to identify their own training needs around SEND



## **5.5 Teaching Assistants**

The role of teaching assistants involves:

- working with pupils to provide relevant support
- working closely with the class teacher, SENDCo and other outside agencies to meet the child's needs
- supporting the whole class while the teacher focuses on teaching a child or group of children with SEND
- supporting small groups of pupils towards attaining targets identified in their IEPs
- supporting individual children towards attaining targets identified in their IEPs
- being aware of the school's procedures for the identification and assessment of, and subsequent provision for, pupils with SEND
- developing positive working relationships with parents and professionals
- assisting with the recording and monitoring of pupils' progress
- assisting with the identification and provision of appropriate resources
- attending liaison, team and service meetings and undertaking appropriate CPD

## **5.6 Pupils**

The school actively encourages the involvement of children in their education:

- Invite the child to attend all or part of review meetings
- If a plan is written, discuss the IEP with the child
- Encourage the child to comment on his or her SEND provision through an appropriate method (eg drawing a picture or writing, talking about their needs)
- Involve the child in measuring their progress

## **5.7 Parents/Carers**

The school actively encourages and recognises the rights of parents/carers to involvement in the provision for their child's special educational needs:

- Involve parents / carers in decision-making
- Invite parents /carers to attend all review meetings
- Discuss the purpose of assessment arrangements and, if written, the implications of the Individual Education Plan (IEP) with parents /carers, providing them with a copy
- Encourage parents /carers to be actively involved in working with their child to achieve the targets set
- Encourage parents /carers to comment on their child's SEND provision
- Ensure parents /carers are aware of their rights to appeal regarding aspects of their child's SEND provision

## **5.8 Administration**

Mrs Mustoe (Office Manager) is responsible for requesting school records when a child starts school or transfers from another school/setting. This includes National Curriculum Assessments, Child Protection/Safeguarding file (where appropriate), and details of any SEND including pupil profiles, and the most recent IEP.

## **6. PROCEDURES**

### **6.1 Admission**

Please refer to our school Admissions Policy. 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.

### **6.2 Transition and transfer**

6.2.1 Before starting school, home visits take place. Foundation Stage staff visit the children in their home environment and information about the curriculum and the process of starting school is shared. This also gives parents an opportunity to raise particular issues or concerns about their child in a confidential setting.

Observations of the child in the first few weeks at school give us a baseline assessment in the Autumn Term. This helps to inform staff of a child's aptitudes, abilities, and attainments, and will be used to determine where a child is and what support is necessary.

6.2.2 At transition into Key Stage 1, and again from KS1 to KS2, the class teacher and SENDCo meet with the receiving members of staff to discuss any concerns about particular children. Records are also transferred to the receiving teacher. This includes any past and current IEPs, letters from parents and other professionals involved with each child.

6.2.3 When a pupil with SEND is preparing to transfer to secondary school, transition activities are incorporated into the Individual Education Plans for the final two terms. This may involve additional visits to the new setting or parent meetings with staff, and is planned on an individual basis for each pupil, in consultation with the SENDCo at each school, parent and pupil. The transfer to secondary school has its own managed programme which every child accesses. This includes a two-day induction period near the end of the summer term. All SEND paperwork, such as the Education Health and Care Plan, and most recent Individual Education Plans are given to and discussed with the member of staff responsible for the pupil's support in the next school.

## 6.3 A Graduated Approach

6.3.1 Quality First Teaching will allow teachers to identify any pupils who are falling significantly outside of the range of expected academic achievement (in line with predicted performance indicators /Age Related Expectations)

Once a pupil has been identified as having a possible Special Educational Need, they will be closely monitored by the class teacher & SENDCo, using half termly Pupil Progress Meeting as the opportunity to decide on providing a small group intervention and / or if the pupil would benefit from inclusion on the SEND register

6.3.2 Inclusion on the SEND register is usually as a result of one or more of the following:

- Teaching staff note that a pupil is not coping with work which the majority of his or her peers are managing confidently
- After screening or assessment using a standardised or diagnostic test, where the outcome is cause for concern
- Tracking of progress shows that a pupil has not made the expected progress despite normal differentiation and / or small group intervention
- A pupil presents persistent emotional or behavioural difficulties which are not ameliorated by the school's behaviour management approaches
- A pupil has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum
- A pupil transfers from another school having been included on an SEN Register previously

6.3.3 SEND Support: The school follows the SEND Code of Practice methodology described as '**Assess, Plan, Do, Review**'. This is an ongoing cycle which enables provision to be refined and revised and the pupil's needs change or develop.

### **Assess**

The school will analyse 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 developing and evolving as required.

### **Plan**

Planning will involve consultation between the teacher, SENDCo and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parents may be asked to reinforce or contribute to progress at home. All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being

sought. Some, though not all pupils with SEND, will have an Individual Education Plan (IEP).

### **Do**

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions 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 support and interventions.

### **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 their parents. The class teacher, in conjunction with the SENDCo will revise the support based on the pupil's progress and make any necessary amendments in consultation with parents and the pupil.

## 6.3.4 Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review. The application for an Education, Health and Care Plan will combine information from a variety of sources and the decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHCP. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHCP.

## 6.3.5 Education, Health and Care Plans

Following Statutory Assessment, an EHCP will be provided by Bedford Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

**6.4 Parental Involvement** – parents / carers may approach the school at anytime to express concerns they may have about their child's progress. They can ask to speak either to the class teacher or the SENDCo. Additionally, parents views and input are sought in the following ways:

- Parents Consultations once per term
- Structured Conversation (a single extended parent consultation instead of several shorter meetings) with the class teacher
- Consultation meeting about inclusion on the SEND Register
- Planning and review meetings for pupils who have an Individual Education Plan (IEP) once per term
- Depending on a pupil's level of support, by attending meetings with outside services, usually held at school

## **7. PROVISION**

### **7.1 What We Do**

The provision for teaching pupils with a special educational need may include:

- Differentiated tasks in whole class learning
- Specialist resources (IT / table top resources / zoned areas in classroom) for support in whole class learning
- Teacher or TA support to a small group or individual for part of a lesson
- Small group support for short periods of time out of the classroom (which can include both academic skills and social & emotional skills, nurture, etc.)
- Tasks set by outside agencies (e.g. speech therapy / physiotherapy)
- Specialist interventions from external partners (e.g. therapy / counselling)
- Where pupils needs are more complex, they may be eligible for additional funding, as identified in an Education & Health Care Plan; in this instance the school can employ a Learning Support Assistant (LSA)

### **7.2 Facilities**

Our school environment is accessible to children & adults using wheelchairs – the building is all on one level, with wide opening doors, ramps, disabled toilets and changing facilities.

### **7.3 External Agencies**

The SENDCo seeks advice and support from external agencies in the identification and assessment of SEND, and in providing specialist support to individual pupils. The SENDCo is the designated person responsible for liaising with:

- Bedford Borough Early Help Assessment Team
- Education Psychology Services
- Behaviour Support Service
- Speech and Language Services
- Sensory Advisory Service
- Specialist Outreach Services

## **8. COMPLAINTS PROCEDURE**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made to speak to the SENDCo or Headteacher, who will be able to advise on formal complaints procedure. In addition, the school's complaints procedure is on the website.

## **9. MONITORING, EVALUATION AND REVIEW OF SEND POLICY**

This document is subject to annual review as part of the cycle of whole school self-evaluation. Staff and Governors are involved in the review, development and evaluation of the SEND policy and guidelines including the school's procedures for identifying, assessing and providing for children with special educational needs.

This policy has been reviewed and agreed by the Governing Body on 12<sup>th</sup> January 2023 and will be renewed in January 2024.

If you require a hard copy of this policy, please contact the school office.