



St Christopher's School

Special Educational Needs (SEN) and Disability Policy

(Including EYFS, Before and After-School Care)

Introduction

St Christopher's ('the School') is committed to the equal treatment of all pupils including those with special educational needs ('SEN') and disabilities. This policy works towards eliminating disadvantages for pupils with SEN and disabilities by:

- using best endeavours to ensure that all pupils (including those with medical conditions) get the support needed in order to access the School's educational provision
- not treating disabled pupils less favourably than their peers
- making reasonable adjustments so that disabled pupils are not put at a substantial disadvantage in matters of admission and education.
- ensuring that pupils with SEN and disabilities engage as fully as practicable in the activities of school alongside pupils who do not have SEN and disabilities.
- ensuring parents are informed when special educational provision is made for their child and are kept up to date as to their child's progress and development.

In drawing up this policy, St Christopher's has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015)
- Equality Act 2010
- Children and Families Act 2014
- Statutory framework for the early years foundation stage (September 2021)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy and Accessibility Plan.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. In accordance with the Children and Families Act 2014, a child of compulsory school age or a young person has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of children their age.
- have a disability which either prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools or early years settings.
- are under five years old and would be likely to have such difficulties if a special educational provision were not made for them.

Children will not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught. The School's support for those children whose first language is not English is set out in the School's EAL Policy.

Definition of Disability

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act 2010).

Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

Governor and staff responsibilities

The Governing Body is responsible for determining the school policy and the provision for pupils with SEN and disabilities.

The Headteacher is responsible for overseeing all aspects of the SEN provision and keeping the governing body fully informed of the implementation of the policy in practice.

All teachers and teaching staff are responsible for helping to meet a pupil's needs.

The SENCO and Inclusion Lead have responsibilities which include:

- determining the strategic development of the SEN and disability policy and provision in the School, together with the Headteacher and Governing Body
- having overall day-to-day responsibility for the operation of the SEN and disability policy
- identifying and assessing pupils with SEND and, where necessary, the school will refer for further assessment by other professionals.
- coordinating specific provision for children with SEN and disabilities, including those who have EHC plans
- ensuring all staff understand their responsibilities to children with SEN and the School's approach to identifying and meeting SEN needs
- ensuring that teachers are given any necessary information relating to a child's learning support needs and/or disabilities (if known) so that teaching practices are appropriate
- ensuring parental insights are considered by the School to support their child's SEN and disabilities
- liaising with external professionals and agencies, as appropriate
- ensuring that the School records of all pupils with SEN are kept up to date

The schools SENCO is Shona Louvel.

The schools Inclusion Lead is Laura Fisher (Deputy Head).

All teachers are responsible for helping to meet a pupil's needs (irrespective of any specialist qualifications or expertise). All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs.

Identifying and supporting pupils with SEN and disabilities

The School's curriculum, plan and schemes of work take proper account of the needs of all pupils, including those with SEN and disabilities. The School regularly reviews pupil progress to help monitor whether children are making expected progress. 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, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required including whether any additional support is needed, such as in-class support.

In order to unlock the potential of pupils who may have SEND, early identification is key. We have a personalised and graduated approach to ensure that pupils who do not develop age-appropriate knowledge and skills, or are not meeting age related expectations, are identified as early as possible. If children are identified as requiring additional support (Wave 2 or 3) then a record will be made on the SEND register. This will be reviewed regularly as their needs may change over time.

The School may request parents to obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment via private professionals, a meeting with the schools SENCO or Inclusion Leader should be held. They should ensure the permission from the School is sought if undertaken during school hours and given copies of all advice and reports received.

If there are significant emerging concerns, or identified SEN or disability, the School will take action to put appropriate special educational provision in place taking into account any advice from specialists. Parents will be consulted and kept informed of any action taken to help their child, beyond the school's typical provision (refer to waves), and of the outcome of this action. This will begin a verbal or written discussion around the area of need and plan for support which could take several forms including interventions, individual support plans (ISP) or seeking further support from outside professionals.

Arrangements for special educational provision and support are made through our graduated approach to SEN support: assess - plan - do - review:

- **Assess:** The School will carry out an analysis of the child's needs so that support can be matched to need. This will usually begin with an assessment by the SENCO or Inclusion Lead through observation and 1:1 work to understand the type and level of need. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed. Any specialist advice received will usually be discussed with the child's parents.
- **Plan:** Where it is decided to provide SEN support, the teacher and the SENCO or Inclusion Lead will agree in consultation with parents and the pupil (where appropriate) the adjustments, interventions, support and any teaching strategies or approaches that are to be put in place. These will be recorded on an Individual Support Plan and reviewed as appropriate either termly or half termly.
- **Do:** Teachers will work closely with the SENCO and Inclusion Lead to assess and monitor the targeted plan of support and the impact of support and interventions in place for the child.
- **Review:** The effectiveness of any support and its impact on the child's progress will be reviewed termly or half termly. Teachers, working with the SENCO or Inclusion Lead, will revise the impact and quality of the support and interventions in light of the pupil's progress and development and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with SEN and/or disabilities for which, with reasonable adjustments, the School can adequately cater

Recording progress of pupils with SEND

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education Health Care Plan. This will be recorded by way of an Individual Support Plan. This is drawn up in consultation with the pupil's teacher, the SENCO or Inclusion Lead, the pupil and their parents and stored on the School's encrypted system. The Individual Support Plan may be amended as and when circumstances change and at the request of the parent, teacher, SENCO, or Inclusion Lead.

The School will measure the overall progress of pupils with SEND at the end of each academic year to see how much progress they have made and plan or adjust appropriately for the start of the following academic term.

Early Years Provision

The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The SENCO and Inclusion Leader are responsible for coordinating SEN provision in the EYFS provision. The SENCO or Inclusion Leader or EYFS Teacher will discuss with parents any concerns they may have about a pupil's needs and/or progress, in accordance with this policy.

Waves of Intervention

The School's SEN provision is provided through a graduated approach known as the Waves of Intervention. The level of support increases with each wave as described below.

Wave 1 - quality inclusive teaching which takes into account the learning needs of all the children in the classroom such as providing differentiated work and creating an inclusive learning environment.

Wave 2 – describes specific, additional, and time-limited interventions for those children who need help to accelerate their progress to enable them to work at, or above, age-related expectations. These interventions usually take place with a group of pupils with similar needs or on an individual basis.

Wave 3 – describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and support from external professionals.

Waves of Intervention				
Wave 1	High quality first teaching			
	Assess-Plan-Teach-Track-Adjust			
	cycle of teaching is employed			
	Preventative interventions			
	Inform parents of barriers and next steps			
	Monitor Targets/Progress/Barriers			
	Move to Wave 2 if additional support is required			
Wave 2	Create Individual Support Plan (ISP)			
	ISP to be shared with teaching staff and parents			
	Targeted interventions put in place			
	Pupil and parents to work alongside SENCO and Inclusion Leader			
	Social Skills Group	Social Stories	Use of visual aids	Small Group or 1:2:1
	Meeting with SENCO and Inclusion Leader to discuss needs prior to moving to Wave 3			
	Move to Wave 3 if additional support is required			
Wave 3	Review outcomes from previous interventions			
	<p>In order to plan for the best possible learning outcomes for those individuals who need further support to reach their potential, despite previous quality first teaching and personalised intervention, the school will seek support from professionals e.g. Speech and Language Therapist, Occupational Therapist or Educational Psychologist</p> <p>(This is not an exhaustive list)</p>			
	Meet with parents and professionals to discuss the next steps and potential for an EHCP application.			
	Parents will be supported throughout the EHCP process and, where appropriate, in finding a suitable school setting for their child if St Christopher's is unable to meet their child's needs.			

Admissions

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School will treat every application from an SEN and disabled pupil in a fair, open-minded way. However, the School will assess all pupils for admission on the basis of its standard selection criteria from time to time.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with disabilities, SEN or learning difficulties are advised to discuss their child's requirements with the School before accepting a place. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEN and disabilities (if known) through discussion and meetings with parents, consideration of any professional reports and references from previous schools, assessment of the pupil at a taster session, as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act 2010.

The School's Admissions Policy can be found on the School's website or can be requested via the school office. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

Withdrawal

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to accommodate a SEN and/or disabled pupil or meet their needs, the School may require parents, after appropriate consultation, to withdraw their child. Fees in lieu of notice will not be chargeable in these circumstances and the acceptance deposit returned.

Pupils with an Education Health Care Plan (EHC Plan)

The needs of the majority of pupils with SEND will be met effectively through the SEN support within in school. However, where a child or young person has not made expected progress despite the SEN support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

Where a pupil is in the process of applying for, or is in receipt of an EHC Plan, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHC Plan can be delivered by the School. Should the School be unable to meet the needs specified in the EHC Plan, beyond reasonable adjustments, refer to withdrawal. If the school is able to meet the need of the child, any additional services that are needed to meet the requirements of the EHC Plan may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and St Christopher's is named in the EHC Plan. In all other circumstances charges may be made directly to parents, subject to the School's obligations under the Equality Act 2010. The School co-operates with the Local Authority to ensure that relevant annual reviews of EHC plans are carried out as required.

Three-year accessibility plan

A copy of the School's Accessibility Plan can be provided upon request by writing to the school bursar. This sets out the School's plan to increase the extent to which disabled pupils can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

Bullying and behavioural issues

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum, PSHE and assemblies or whole school events, the importance of respecting each other and behaving towards each other with kindness, courtesy, and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that disabled pupils or those with SEN may be particularly vulnerable to being bullied. The School's Anti-bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School recognises that children with SEN and disabilities can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a child.

Concerns

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by children themselves. Parents must notify their child's class teacher, the SENCO or Inclusion Leader if their child's progress or behaviour gives cause for concern.

Review

This policy will be reviewed on an annual basis to ensure it meets the needs of those pupils with SEN and/or disabilities.

Signed ***D Roberts***
Chair of Governors January 2023

Signed ***B Grehan***
Headteacher January 2023

Reviewed January 2023
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