



# Churchmead School

*Life in all its fullness*

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## SEND POLICY

Headteacher  
Mr C Tomes BA (Hons), MA

Approval Date: March 2022  
Review Date: March 2023

1. **Mission Statement**  
'Believe to Achieve' – Churchmead C of E School builds on the strengths of its pupils to enable them to believe that they can achieve their very best.
  
2. **Statement of Principles**  
The school has developed these principles in accordance with the Special Educational Needs Code of Practice.
  - The entitlement to a full, balanced curriculum, which embraces the National Curriculum, is an integral part of the school's Equal Opportunities Policy.
  - To develop the full potential of all of its pupils, whatever their needs and to prepare them for their roles and responsibilities as adult members of society.
  - The provision made for special educational needs will be on the basis of assessment of needs.
  - A pupil must not be regarded as having a learning difficulty solely because the culture, language or form of language at home is different from the language or culture in which she/he will be taught.
  - All achievement will be equally celebrated.
  - Parents will be given the opportunity and encouraged to be active partners in their child's education.
  
3. **Aims**  
Churchmead School will use appropriate identification procedures to provide an education, which takes into account a child's special educational needs.
  - The governors and the staff of Churchmead School acknowledge and respond to meeting the individual needs of each and every pupil. Each pupil has equal access to a broad, balanced and differentiated curriculum.
  - The Governing body will abide by the statutory duties as specified in the Code of Practice.
  - All staff will be fully aware of the school's policy for special educational needs and will contribute towards its implementation.
  - All teachers are teachers of SEN.
  - The school will maintain an up-to-date profile of all pupils with special educational needs. This will be kept by the SEN Manager and made available to staff.
  - Provision Mapping will be co-ordinated by the Deputy Headteacher and the SEN Manager, Head of Years and senior member of staff responsible for Behaviour and Attendance.
  
4. **Admission Arrangement**  
Pupils with special educational needs will be admitted to the school following the school's admissions policy.
  
5. **Identification, Assessment and Monitoring**  
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 him or her. The code of practice specifies four broad areas of need:
  - Communication and Interaction (including autism spectrum disorder)
  - Cognition and Learning
  - Social, Emotional and Mental Health difficulties
  - Sensory and/or physical needs

Prior to entry in September, all the main feeder primary schools will be visited in term 6 by key members of staff including the Head of Year responsible for Year 7. The senior staff and SEN Manager will collect names and details of the pupils with special educational needs, including their current position on the Code of Practice. The Deputy Headteacher then liaises with the main feeder schools with regard to any pupils on the Special Educational Needs Code of Practice.

During the first three weeks of term 1, all Year 7 pupils will be assessed in the areas of literacy and numeracy. In term 1, the school also assesses pupils using the CAT Tests (Cognitive Ability Tests).

Currently all pupils entering Year 7 are assessed for reading or spelling. Those pupils whose reading and spelling are below 9 years are then tested with further literacy tests by SEN staff or staff from the Cognition & Learning team from the Royal Borough of Windsor & Maidenhead. Casual admissions admitted into Years 7-11 will be assessed in the same way. Any pupils with special educational needs will be referred to the SEN Department.

Although EAL students are not on the SEN Code of Practice, monitoring of all pupils is ongoing. The SEN staff works closely with the School Support EAL Advisory teacher. Those students requiring additional support will be withdrawn by the School Support EAL Advisory teacher for one-to-one or group support.

Whilst Gifted & Talented students are not on the SEN Code of Practice, departments nominate pupils as gifted, more able or underachieving. These pupils are monitored within departments and lessons are planned to provide challenge for all.

#### 6. **Provision for Support**

Pupils on the Special Educational Needs of Code Practice are supported in accordance with their Individual targets and, where applicable, their Education, Health and Care plan. Copies of pupils' or Education, Health and Care plans are kept securely in the SEN office.

SEN support may be provided in class by teachers through quality first teaching and individual strategies, by teaching assistants or through additional provision such as small groups or one-to-one work with specialist teaching assistants and/or professionals from external support services, such as Cognition and Learning.

Pupils do not have one specific TA. The support for all pupils with special educational needs is presented in a subtle way where the TA is placed within the class rather than with a special educational needs pupil. This allows the support to be less obvious and helps maintain a pupil's independence and confidence within the group. The TAs may work more specifically with pupils in Years 10 and 11 to prepare for assessments.

Provision maps are used to show all the provisions made which are additional to and different from that which is offered through the school's curriculum. This help maintain an overview of the programmes and interventions used with each individual or/and different groups of pupils and provide a basis for monitoring the

level of interventions and to evaluate the impact of that provision on pupil progress.

7. **Referrals**

Identification of pupils with special educational needs is ongoing and pupils may be referred at any time to the Special Needs Department.

Referrals can come from various sources.

- Subject request / staff referral
- Pupil request
- Parental request
- Head of Year request
- Following information from previous school
- Following literacy assessments or after school examinations

Following a referral, an assessment will then be carried out by the Special Educational Needs Department according to the pupil's needs and may include progress reports from staff that have had contact with the pupil. Arrangements will then be made to offer support or resources as appropriate.

8. **Review Procedure**

Where a pupil is identified with SEN, school will use the graduated approach (Assess, Plan, Do Review) to refine and revise with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

Pupils are reviewed regularly at each stage of intervention. Provision mapping is usually co-ordinated by the SEN Manager and senior pastoral staff. In order to promote inclusion, SEN targets are shared with staff and reviewed regularly.

**Pupils with an Education, Health and Care Plan**

Pupils, who have an Education, Health and Care plan, have to be reviewed annually by law. This takes place formally and is a meeting convened by the school and co-ordinated by the SEN Manager.

In the Annual Review Meetings, the objectives of the pupil's Education, Health and Care plan are reviewed and new targets for the following year are set in consultation with the pupil and parent(s) and any external agencies working with the pupil.

The following people are invited to attend:

- Parents
- Pupil
- Any outside agency, who is working with the pupil/pupil's family
- SEND Officer/Coordinator from the relevant Local Authority

The Deputy Headteacher and SEN Manager represent the school.

When a pupil with an Education, Health and Care plan reaches his/her fourteenth birthday, the Career Adviser from the relevant local authority is invited to attend. A transition plan is drawn up following the 14+ Review in consultation with the pupil.

### **Pupils with Additional Special Education Needs Support**

Pupils receiving Additional SEN support are reviewed internally. Where appropriate, professionals working with pupils will be invited to review meetings. This is done in consultation with the pupil, parent(s) and members of staff involved with the pupil.

#### **9. Social, Emotional and Mental Health Difficulties**

Where a pupil is deemed to have a behavioural problem, the pupil will be given targets to monitor his/her behaviour. The Head of Year works with and monitors these pupils. An external agency or an external professional may be involved to advise on early identification of SEN and effective support and interventions, e.g., group workshop or on a one-to-one. These pupils will be placed at Additional SEN Support on the code of Practice.

#### **10. Department Provision**

Each department will have a policy that relates to the school's policy for special educational needs and works closely to liaise with the Special Educational Needs Department. Departments use data to inform their planning and differentiate the work they give to pupils, so that all pupils have access to the curriculum.

#### **11. Partnership with Parents**

At Churchmead School parents are regarded as partners in their child's education and encouraged to be actively involved. The Special Educational Needs Department encourages and values the views and support given by parents.

Parents of pupils with an Education, Health and Care Plan are invited along to the Annual Review of their child's Education, Health and Care Plan and are encouraged to take an active part in the decision-making process.

#### **12. Consultation**

The Deputy Headteacher is available at parent consultative evenings as well as being available any other time for appointments and/or telephone calls. Parents will be invited to review with their child. They will also be encouraged to give their support in the decisions agreed upon.

The Deputy Headteacher and SEN Manager will be available for consultation with parents at the Induction Evening in July for new pupils, prior to their entry in September.

Parents will be informed of any changes to the support that their child is receiving.

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13. **Evaluating the Policy**

The Headteacher's report is prepared for the governors so that they can review the provision being made for special education needs at Churchmead School. The report includes the total number of pupils receiving support through Education, Health and Care Plan and Additional SEN Support.

14. **This policy complies with the statutory requirements in the SEND Code of Practice 0 to 25 2014 and should be read in conjunction with the following guidance, information and policies:**

- Behaviour Policy
- Teaching and Learning Policy
- Equal Opportunities Policy
- School Admission Policy
- Accessibility Policy & Plan
- Safeguarding Policy
- School's Local Offer (SEN report)
- LA Guidance – SEND Local Offer 'Achieving for Children'