



SEND Policy

This policy will be reviewed every two years, was agreed by the Governing Body of Christ the King Primary School in November 2022, and will be reviewed again in November 2023.

COMPLIANCE	<p>This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (September 2014) It has been written with reference to the following guidance and documents:</p> <ul style="list-style-type: none">• Equality Act 2010: advice for schools DfE Feb 2013• SEND Code of Practice September 2014• Statutory Guidance on Supporting Pupils with Medical Conditions April 2014• The National Curriculum in England Key Stage 1 and 2 Framework document September 2013• Teachers' Standards 2012• Children and Families Act 2014 <p>At Christ the King Primary School, the Special Educational Needs Co-ordinator is Mrs J Jones</p> <p>Contact details: 0151 334 4345 or email jjones@christtheking.wirral.sch.uk</p> <p>This policy can be accessed through the school website (www.christtheking.eschools.co.uk) or as papercopy, if requested, from the school office.</p> <p>All staff have a responsibility for maximising opportunities and achievements for all learners – specifically, all teachers are teachers of pupils with special educational needs. Staff are aware of their responsibilities towards all vulnerable learners and a positive, sensitive and ambitious attitude is shown towards all pupils at all times. This policy outlines principles and practice.</p>
OVERVIEW	<p>Any learner may have special educational needs at some time during his/her time in school and therefore a wide variety of strategies will be used to meet these needs as they are identified. This policy will ensure that the school meets the needs of learners identified in the 'Special Education (Special Needs) (Information) Regulations 1999 and the Revised Code of Practice for SEN – 2001. It will ensure that no learners, especially those with SEN or earmarked by the governing body for special education provision, including staffing, is clearly identified and used effectively for its intended purposes.</p>

OBJECTIVES	<ol style="list-style-type: none"> 1. To ensure that all learners' individual and special needs are met effectively so that they receive their educational entitlement and are given equal access to a broad, balanced and relevant curriculum. 2. To ensure that provision for learners with individual and special needs is central to curriculum planning. Teaching and learning will be differentiated appropriately so that learners may achieve high standards and make good progress for their abilities. 3. To recognise and record students' strengths and successes to encourage a positive self- image. 4. To ensure that staff with management responsibility, and individual members of staff, accept responsibility for the planning, organisation, and provision of appropriate educational materials and resources for pupils with individual and special needs.
STRATEGIES	<ol style="list-style-type: none"> 1. Regular monitoring, evaluation and review carried out by the leadership team will ensure that our aims for learners' individual and special needs are met to the highest standard. 2. Identification and referral of learners, considered as having special educational needs, will be the responsibility of every member of staff. 3. The Special Educational Needs Co-ordinator will be responsible for managing the process of the identification and assessment of the specific educational needs and a procedure will be put in place for formal assessment of SEN involving outside agencies. 4. The assessment of special educational needs will be diagnostic in nature and constructive in practice, with feedback to relevant members of staff, parents and guardians. 5. A system is in place to ensure that parents are appropriately involved at every stage when their child has been identified as having special educational needs. 6. INSET opportunities will be provided for staff, to raise awareness and provide practical examples of suitable curricular materials. 7. A flexible approach will be used, involving a variety of forms of intervention such as in-class support, short-term individual withdrawal, monitoring and production of appropriate teaching and specific advice to teaching and support staff. 8. All teachers are teachers of special educational needs. 9. Pupils with funding or EHCP plans will continue to have access to the whole curriculum unless a specific exemption has been made and

	agreed.
OUTCOMES	In this school all learners, including those with special educational needs will have their needs met fully so that they thrive, make good progress and achieve high standards. This policy will ensure that pupils with SEN are included, treated as favourably as others, and given appropriate access to the curriculum teaching and learning.

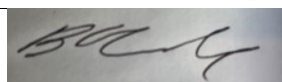
Date policy last reviewed: November
2022

Signed by:



Headteacher

Date: 24/11/2022



Chair of governors

Date: 24/11/2022