



CENTRAL CE ACADEMY

Statutory duties into practice: SEND Report

The 0-25 Code of Practice 2014

Improving Outcomes – high aspirations and expectations for children with SEND

Key Contacts	
S.E.N.D.C.O.	Mrs Nicola Pearson
Lead Governor for S.E.N.	Chris Hawker Vicki Brown

STATUTORY DUTY	PRACTICE
Use their “best endeavours” to provide support to children and young people with SEND, whether or not they have an Education, Health and Care plan. (EHCP)	Robust systems from identifying needs to providing support. Nature of Concern : Initial concern record: Class teacher Nature of Concern : Initial concern record: Parent & Teacher Consultation SEN Support Plan planned and reviewed by home/school/pupil EHCP All about Me : Pupil Review EHCP All about Me : Outcomes Plan & review EHCP All about Me : One Page Pupil Profile
Designated teacher to be responsible for coordinating SEND provision.	SENCo : Mrs Nicola PEarson 01243 783709 office@centralschool-chichester.org.uk
Inform parents/carers when they are making special educational provision for a child.	Dialogue with parents : Initial Consultation with Parents. Parent Consultation Evenings include planning and review of Support plan. Meetings with SENDCo and/or Learning Mentor
Ensure pupils with SEND can take part in activities alongside those who do not have SEND and support those pupils with medical conditions.	School Beliefs and Values statement – revisited at the beginning of each academic year with all staff. SEND Policy Accessibility Plan Medicines Policy Equality Policy
Ensure ALL pupils have a broad and balanced curriculum. Careful planning to remove barriers to pupil	Creative curriculum that is driven by the Schools values of independence, creativity and communication Planning Differentiation



achievement, so that in many cases pupils with SEND are able to study the full Curriculum.	Pupil Support Plans EHCP Outcomes Plans Specific directed adult support may be used for some pupils to enable successful engagement in their learning. *
Duty towards individual disabled pupils (Equality Act 2010). Make reasonable adjustments and anticipate these adjustments. Wider duty to promote equality of opportunity and foster good relations to prevent discrimination.	Accessibility Plan Medicines Policy Equality Policy
Designated SEND Governor.	Dedicated half-termly meetings with designated Governor and DHT Inclusion
SLT regularly review SEND provision as part of School Improvement. Evaluation of the effectiveness of SEND provision.	Data Entry and tracking of pupils x6 per year. Progress and attainment are monitored. Pupil Progress Meetings x6 per year, Class teacher meets with SLT. Pupil Progress Meeting Proforma explicitly highlights CT tracking and class provision for pupils with SEND SEND Action Plan as part of School Improvement Plan.
Prepare an SEND information Report and their arrangements for the admission of disabled children, steps taken to prevent disabled children from being treated less favourably than others. Facilities for access and an accessibility plan to show how School plans to improve access over time.	School Local Offer on website. Accessibility Plan SEND Information Report



ADDITIONAL PROVISION FOR PUPILS WITH SEND AT CENTRAL CE JUNIOR SCHOOL

<p>To ensure that pupils with SEND have their voice heard.</p>	<p>Pupil involvement in planning and reviewing of support plans: termly: October, February, May. All about Me: EHCP Pupil review: termly : October, February, May. EHCP One Page Profile Class Teacher Pupil consultation record, if a pupil has a concern regarding their SEND or a related issue. School Council</p>
<p>Arrangements for Complaints from parents of children with SEND.</p>	<p>AHT Inclusion Meeting HT Meeting Complaints Policy</p>
<p>Transition Arrangements for pupils with SEND</p>	<p>School entry: Liaison between Infant feeder schools and Central school. Liaison between SENDCos of these Schools. Within school transfer between year groups; transition meetings between CTs and LSAs and with pupils who are vulnerable to change, transition group interventions. School exit: liaison with future school, identification of strengths and needs of the pupil, involvement from the pupil, Class Teacher, DHT Inclusion and IST Social Communication Team if required.</p>
<p>A range of Interventions with specialist trained TAs and LMs to deliver these programmes.</p>	<p>Play Therapy, 1st Class@ Number , Talk 4 Number, Jump Ahead, Speech and Language, Social and Emotional Development, Emotional Resilience, Bereavement Work, Reading Mentor, Transition groups, Writers Academy, Communication, Cooperation & Concentration group, Sensory Emotional Resilience Group Meet and Greet 1:1, English as an Additional Language group (EAL) Interventions are provided according to the needs of the children in our School at that time, therefore this is not a definitive list.</p>