Purley Partnership Federation

Purley Nursery School
Achieving and growing together

Christ Church Primary School
Nurturing lifelong learners with God's guidance

Special Educational Needs and Disability Policy

Draft Policy - awaiting approval
Revised December 2025, to be reviewed in December 2026

These policies meet requirements set out in the Children and Families Act 2014.

These policies comply with the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice 0-25 (April 2014 and revised in January 2015)

The SENCo for Christ Church C of E School is:
Joanna Porter - Assistant Head: Inclusion

The SENCo for Purley Nursery School is:
Olivia Phillips - SENCO

Aims, Principles and Beliefs:

- We welcome all children into our schools with equal warmth, acknowledging the contribution that each child makes to the happiness of each school community.
- Provided there is appropriate support and guidance from the Local Authority, children with recognised, exceptional medical or educational needs, as far as possible, will have places allocated in accordance with admissions criteria.
- We recognise the need to ensure that safeguarding all our children is of the highest priority (Keeping Children Safe in Education, Sept 2025).
- We recognise the vital role of early identification and highlight children who are facing difficulties at the earliest opportunity.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs, and encourage and value this partnership. We then aim to provide appropriate school support. If additional specialist advice and support is necessary then, with parental permission, we will contact appropriate external agencies.
- We perceive all learners as being 'special' with their own unique gifts, talents and needs and treat them as individuals.
- We are wholeheartedly committed to enabling every child to have the best possible access to the National Curriculum and/or Statutory Framework for Early Years Foundation Stage.
- We see the progress of our SEND children as being the responsibility of every staff member of each school community.
- We equally celebrate the efforts and achievements of every child, including those to whom academic learning and appropriate behaviour do not come easily.
- We aim to motivate and encourage all children intellectually, emotionally, socially and physically so they can achieve their very best.
- We aim to ensure the wellbeing of all children in relation to being healthy, staying safe, enjoying and achieving, making a positive contribution, and being social and economically secure.
- We aim to involve children, where appropriate, with the decision making around their special educational provision.

Definition of Special Educational Needs and/or Disability (SEND):

SEN Code of Practice P.15 xiv states:
'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 others of the same age, or

- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.'

National Curriculum Document (2014) p. 8 section 4.1 states:
'Teachers should set high expectations for every pupil. They should plan stretching work for pupils whose attainment is significantly above the expected standard. They have an even greater obligation to plan lessons for pupils who have low levels of prior attainment or come from disadvantaged backgrounds. Teachers should use appropriate assessment to set targets which are deliberately ambitious.'

National Curriculum Document (2014) p. 8 section 4.3 states:
'Lessons should be planned to ensure that there are no barriers to every pupil achieving.'

Teachers must also take into account the needs of pupils whose first language is not English and also the individual needs of disabled pupils.

The Statutory Framework for Early Years states under Learning and Development Considerations, section 1.13: "Throughout the early years, if a provider is worried about a child's progress in any prime area, practitioners must discuss this with the child's parents and/or carers and agree how to support the child. Practitioners must consider whether a child needs any additional support, including whether they may have a special educational need or disability which requires specialist support."

Inclusion and Equal Opportunities

Both schools actively seek to be inclusive. We work towards fulfilling our commitment under the SEN and Disability Act 2001, so that we may admit all children, regardless of the degree of physical disability that a child may have. This means that we accept and value differences. All children learn best together, with their peers, and by having role models, and benefit from knowing that people have particular needs, and how to support and care for others' needs.

Whilst recognising a child's Special Educational Needs, we are also aware of the importance of their racial and cultural heritage and family background in promoting effective learning for them.

We are aware of children whose first language is not English and take account of the particular factors which support the development of children with English as an additional language. We aim to overcome any barriers to effective communication by the use of interpreters, where possible, and other devices.

Response to SEND

Each school has a graduated response to SEND (see pages 7 to 10 – Identifying stages of SEND)

Nationally, as many as one in five children may need special consideration at some time during their school career. The needs of most of these children are met through Quality First Teaching strategies.

For those whose needs are not met, outside intervention and advice will be sought and termly review meetings held that include staff, parents, the child and, when appropriate, any external agencies involved with the child. This level of support is known as SEND Support as it is above the mainstream offer of quality first teaching strategies.

A small percentage of children may need an Education, Health and Care needs assessment if the above interventions have not proved satisfactory and a request will be made to the local Education Authority. This may result in the issuing of an Education, Health and Care Plan (EHCP). Statutory time limits for this procedure are laid down in the SEND Code of Practice (2014). Parents may appeal against a decision. In Purley Nursery School, some pupils access additional SENIF funding to support their needs.

Parents/carers of pupils who have an Education, Health and Care (EHC) Plan in place before joining the school are required to apply for school places separately through their local authority. The Governors will admit all those pupils whose EHC Plan names the School* and meet their needs accordingly and in line with the plan.

** NB: All schools are consulted by the LA prior to the school being named.*

Under the SEND Code of Practice schools are obliged to record all strategies and provision used to support a child.

Pupils with SEND often have significant and complex vulnerabilities and can face additional safeguarding challenges. This includes understanding and pre-empting increased risks that pupils may be drawn into harmful situations as a result of grooming, be more likely to experience abuse from other pupils or adults, and may experience barriers in reporting abuse and having abuse recognised by professionals. Leaders at Christ Church Primary and Purley Nursery School have made appropriate and effective safeguarding arrangements that reflect these additional vulnerabilities.

Leaders understand their unique contextual safeguarding factors and work proactively, including with other agencies, to mitigate the specific factors that affect their pupils and the community that they serve.

The Role of the Special Educational Needs Co-ordinator

Each school has a nominated Special Educational Needs Co-ordinator (SENCo), who works closely with teachers, parents/carers, support staff and all outside agencies.

Key responsibilities of the SENCo include:

- overseeing the day to day operation of the SEND Policy and its review each year
- coordinating provision for children with SEND
- advising fellow teachers and consulting with curriculum coordinators to meet learners' needs at regular intervals
- managing/ mentoring/ coaching Early Years Educators, Key Workers, teaching assistants (TAs), and learning support assistants (LSAs)
- monitoring the impact of interventions carried out by TAs and Key Workers
- overseeing the records of all children with SEND
- monitoring, analysing and interpreting the attainment and progress data of children with SEND and ensuring that this is shared with all relevant staff
- liaising with parents of children with SEND in developing and implementing a joint learning approach at home and in school
- contributing to the in-service training of staff
- liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies
- monitoring children's progress through observation and specialised assessments
- analysis of the progress and attainment data for the children on the SEND register
- maintaining electronic and hard records of information on children – ensuring that it is kept in a confidential and secure place
- coordinating the transfer of records from former and to receiving schools
- preparing and contributing to reports and referrals to outside agencies of children with SEND
- applying to the Croydon Early Intervention Team for funding where significant need is identified and an impactful provision could be funded.
- request to the LA for an EHCP and/or SENIF for high needs children, prepare and plan provision maps for children and organise resources as appropriate
- lead individual support plan and provision map planning meetings with teachers. These look at interventions where needs can be met at class based level.
- make renewal applications to SENIF each term.
- review any EHCPs at least annually

- suggest appropriate assessment referrals – e.g. SALT (speech and language therapy), Educational Psychologist, Occupational Therapy
- planning and delivering intervention programmes to meet children's specific needs
- shred any duplicate or unnecessary documentation in line with GDPR
- setting and managing the SEND budget.

Role of the Governing Body:
- to be fully involved in developing and monitoring the school's SEND Policy
- to be up-to-date and knowledgeable about the school's SEND provision, including funding, equipment and personnel resources
- meet termly with the SENCo of the school
- to continually monitor quality of SEND provision
- have regard for the Code of Practice 2015
- ensure that parents/carers are notified of a decision by the school that SEND provision is being made for their child
- ensure that there is always a nominated Governor for SEND – Funsho Orebajo

Allocation of Resources for Children with SEND

Resources can mean human and material resources available in the whole context of each learning environment.

The additional needs of most children with SEND will be met by timely interventions and resources from the applicable school.

In particular circumstances, centrally funded money may be made available for a child who has some identified SEND. This funding is specifically to resource support/equipment for that child. We monitor their progress carefully and submit provision maps and progress reports.

Facilities for Children with SEND

- We are committed to making every effort to enable access to the school for children with SEND (with regard to the SEND and Disabilities Act 2014).
- At Christ Church we have a Willows Provision that offers small group teaching for children with a high level of need. It provides a bespoke curriculum for children with an EHCP in place or on the pathway to an EHCP.
- We aim to provide appropriate equipment and resources for those children who need them, and will purchase new equipment when necessary.
- All children are entitled to privacy and dignity, when dealing with personal hygiene. The staff aim to look at how children (those who need help changing) can be best assisted in how to do this.
- Care Plans will be put in place as appropriate – liaising closely with relevant professionals – e.g. physiotherapist; hospital nurse.

Different types of SEND

The Code of Practice divides special needs into the categories listed below. The needs of individuals may fall into more than one group.

Communication and interaction, which includes:
- Speech and language delay or disorder
- Autism Spectrum Disorder (ASD)

Cognition and learning, which includes:
- Moderate Learning Difficulties (MLD) where difficulties arise over a range of curriculum areas

- Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum
- Profound and Multiple Learning Difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or a sensory impairment.
- Specific Learning Difficulties (SpLD) which affect one or more specific aspects of learning, and encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health, including:
- children with Attention Deficit Disorder (ADD) / Attention Deficit Hyperactivity Disorder (ADHD) / Attachment Disorder (AD)
- the withdrawn/isolated child
- the challenging or disruptive child.

The latter two behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

Sensory and/or physical needs, including:
- hearing loss/impairment
- visual impairment
- multi-sensory impairment
- cerebral palsy
- sensory sensitivities.

Supporting children with medical needs

Children with medical conditions may need support to participate fully in their education. If a child has a medical condition:
- if appropriate, an individual healthcare plan could be written with guidance from health professionals and agreed with parents/carers and reviewed regularly
- training is given to staff as necessary including the administration and supervision of medication – e.g. adrenaline auto-injector (such as an EpiPen) and anaphylaxis awareness.

Where a child with a medical condition also has a disability or SEN, the care plan will be closely linked to provision to support accessibility and additional educational needs so that there is a coordinated approach.

Additional Support Plans (ASPs) and/ or Provision Maps

If a child is identified as having a special educational need, action is taken to remove barriers to learning and to put effective special educational provision in place. Both schools will:

- talk to the child's parents/carers and tell them of the concerns in order to enlist their support in our work with the child, discuss the involvement of the SENCo, and emphasise that the child will receive all the help s/he needs to ensure good progress
- place the child's name on the SEND Register (with parental consent)
- collect as much information as possible about the child's specific needs
- involve the child where possible/appropriate
- liaise closely with the child's parents/carers at all times

- plan a meeting with parents/carers and the Key Worker/teacher to draw up an ASP and/or Provision Map which outlines the outcomes sought and support that will be given – with agreed strategies for implementation
- timetable the support to be in place
- plan subsequent meetings to review progress and discuss ASP/provision map targets.

This SEND support takes the form of a four-part cycle (explained below) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and what supports them in making good progress and securing good outcomes. Any strategies employed to enable the child to progress will be recorded within an ASP or provision map. They will be written by the SENCo at Purley Nursery School or the class teacher at Christ Church School with support and advice from the SENCo and will include information about: They will be written by the class teacher alongside the SENCO.

- the date of the review meeting and when the plan is to be next reviewed
- the strengths and difficulties of the child
- current attainment levels, which includes details of the child's strengths and needs (this is step 1 of the four part cycle referred to above, and is known as 1 - ASSESS). This is also reviewed in pupil progress meetings, where the SENCO and class teachers look at assessments.
- provision to be put in place/support arrangements (2 – PLAN). Teachers will meet with the SENCo to create a provision map that identifies the interventions needed for the class and individual children. Parents will be invited to attend and be part of these meetings where a child has a high level of need.
- usually up to four SMART (Specific, Measurable, Achievable, Relevant and Time bound) short-term targets with success criteria stated
- strategies to be used (3 - DO)
- outcomes, which includes targets that can be modified or extended, with the views of everyone working with that child, depending on the progress assessed/noted (4 -REVIEW). The Provision map/ASP will be reviewed termly in pupil progress meetings and with parents.

The ASP and/ or Provision Map is reviewed termly at both schools in consultation with parents/carers and the child. The class provision map is reviewed between the SENCO and teacher. Teachers will inform parents of any interventions a child is having within parent evening consultations. One-off or occasional advice may be sought from outside agencies. The outcomes considered should include those needed to make successful transitions between phases of education and to prepare for adult life.

Children with an ASP and/ or Provision Map will have SEND support at transitional times, such as planning and preparation for moving between year groups, key stages, and schools. To support transition, the school shares information with the parents, class teachers, support staff and, where appropriate, the new school or other setting the child is moving to.

Access to the curriculum by children with SEND

All children are entitled to access the whole curriculum. The arrangements we have in place so children with SEND are able to do so include the following:

- When staff undertake their short term planning, the ASP and/or Provision Maps of the children with special educational needs are taken into consideration.
- Targets will be brought with the Keyworker or the class teacher to any appropriate meetings about the child.
- Planning will include adapted levels of activities, so that all children's needs, including those with SEND, are catered for.
- Appropriate resources will be provided for children with SEND.

- Scaffolding of learning will be provided for children with SEND where needed.
- When planning group tasks, staff will take into account the different needs of the children and meet them in appropriate ways - e.g. seating a child with hearing impairment so that s/he can hear the story as well as possible.
- Where necessary, children will be supported during an activity by a TA, an Early Years Educator or a Keyworker.
- Children will be supported by an adult specifically to join small groups or on an individual 1-1 basis as appropriate as outlined in their ASP or Provision Map.

If a child makes good progress and achieves the outcomes set, they will no longer require additional SEND support and his/her name will be removed from the register.
Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Identifying Stages of SEND
SEND Code of Practice p.93 paragraph 6:14 states:

'All schools should have a clear approach to identifying and responding to SEN. The benefits of early identification are widely recognised – identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person.'

Additional Needs (without external agency involvement):
If a child is not making adequate progress and requires intervention which is additional to or different from that provided as part of the school's differentiated curriculum, SEND Support (without external agency involvement) will be initiated. This process occurs through consultation of the class teacher, SENCo, parents/carers and the child, and written parental permission will be sought if needed. The triggers for intervention through SEND Support (without external agency involvement) could be concerns, underpinned by evidence, about a child who despite receiving differentiated learning opportunities:

- makes little or no progress, even when teaching approaches are targeted particularly at a child's identified area of weakness,
- makes progress that is significantly slower than that of their peers starting from the same baseline, thus widening the attainment gap
- makes progress that fails to match or better the child's previous rates of progress
- shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas
- presents persistent emotional or social difficulties which are not ameliorated by the behaviour management techniques usually employed in school
- has sensory or physical problems and continues to make little or no progress despite the provision of specialist equipment
- has communication and/or interaction difficulties, and continues to make little or no progress despite the provision of a differentiated curriculum.

In some cases outside professionals from health or social services may already be involved with the child. Where these professionals have not already been working with the school staff, the SENCo may contact them if the parents agree. The SENCo will support the further assessment of the child, assist in planning further support in discussion with colleagues, and monitor and review the action taken. The child's class teacher will remain responsible for working with the child on a daily basis, planning and delivering a personalised programme. This must be explicit in weekly planning. Parents will always be consulted and kept informed of the action taken to help the child and of the outcome of this action.

Nature of Intervention:
The class teacher and the SENCo will decide on the action needed to help the child to progress, in light of earlier assessment. There is sometimes an expectation that this help will take the form of the deployment of extra staff to enable one to one tuition to take place.

This may not always be the most appropriate way of helping the child. Other types of intervention may include:

- different learning materials or special equipment
- group or individual support
- extra adult time to devise the nature of the planned intervention and to monitor its effectiveness
- staff development and training to introduce more effective strategies,

SEND Support (with external agencies involved):
Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, a request for support from external services is likely to follow. This decision is made by the SENCo and colleagues, in consultation with the child and parents/carers, at a review of the child's ASP/Provision Map. External support services usually see the child so that they can:

- advise teachers on new ASP/Provision Maps with fresh targets and strategies
- provide more specialist assessments to inform planning and measurement of a child's progress
- give advice on the use of new or specialist strategies or materials, and in some cases provide support for particular activities.

The triggers for intervention could be that, despite receiving support under SEND Support (without external agency involvement) the child:

- continues to make little or no progress in specific areas over a period of time
- continues working at National Curriculum/Age related levels substantially below that expected of children of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning and/or that of the class group, despite having a personalised behaviour programme
- has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning.

When the school seeks the help of external support, those services will need to see the child's records in order to establish which strategies have already been employed and which targets have been set and achieved. The external specialist may act in an advisory capacity, provide additional specialist assessment or be involved in teaching the child directly. The resulting ASP /Provision Map for the child will set out new strategies for supporting the child's progress, which will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the ASP /Provision Map continues to be the responsibility of the class teacher.

Request to the Local Education Authority for an Education Health and Care needs assessment:
The majority of children and young people with SEND will have their needs met within the school setting. Some children may require an Education Health and Care needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an Education Health and Care Plan (EHCP).

The purpose of an EHCP is to make provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care and, as they get older, prepare them for adulthood.

When the school makes a request for an Education, Health and Care needs assessment to the LA, the school will have demonstrated that the child's needs are complex, long term and severe. The LA will need information about the child's progress over time, and also documentation in relation to the child's special educational needs and any actions taken to deal with those needs, including any resources or special arrangements put in place. The school will provide this evidence through SEND Support documentation. This information may include:

- ASP and/ or Provision Map for the child
- records of regular reviews and their outcomes
- the child's health, including the child's medical history where relevant
- National Curriculum levels, Foundation Stage Profile scores or developmental tracking
- educational and other assessments, for example from an advisory specialist support teacher or an educational psychologist
- views of the child and the parents
- involvement of other professionals such as health, social services or educational welfare service.

The actual needs assessment process involves consideration by the LA, working cooperatively with the child, the parents/carers, the child's school and other appropriate other agencies, as to whether a statutory assessment of the child's special educational needs is necessary. A child will be brought to the LA's attention by the school, the parent or a referral by another agency. Where the evidence presented to the LA suggests that the child's difficulties have not responded to relevant and purposeful measures taken by the school and external specialists, the LA will consider the case for a statutory assessment of the child's special educational needs.
A needs assessment will not always lead to an EHCP. If the LA decides that an EHCP is not necessary, they will notify the parents and the school giving reasons in detail. The parents may appeal to the SEND Tribunal against a decision not to make an EHCP.
There is a statutory time limit for the process as described in the Code of Practice (within six weeks of receiving the request and communicating the decision to parents/carers and the school). The LA will work on a 'tell us once' approach to sharing information during the assessment and planning process so that families and young people do not have to repeat the same information to different agencies, or different practitioners and services within each agency.

An EHCP will:

- give the child's name, address and date of birth
- provide details of the parent/carer
- provide details of all the child's special needs (within the categories of needs detailed above) and their strengths
- identify the professionals involved in preparing the plan, including external agencies
- include details about the child and parent/carer's views, interests and aspirations
- identify any health or social care needs for the child
- describe outcomes and the special educational provision necessary to meet the child's special educational needs under the categories of need
- define a personal budget section regarding the entitlement to external services
- give details of the school where provision is to be made.

All children with EHCPs will have short-term targets set for them in consultation with the child and parents/carers. These targets will be set out in a Provision Map and implemented, as far as possible, in the classroom setting. The delivery of the intervention will continue to be the responsibility of the class teacher.

All ECHPs must be reviewed at least annually with the child, parents/carer, the LA, the school and professionals involved, in order to consider any amendments necessary to the description of the child's needs, or to the special educational provision specified in the EHCP. The annual review should focus on the child's achievements as well as any difficulties which need addressing. Interim reviews also take place as required.

At the annual review in Year 5 at Christ Church School, clear recommendations will be given as to the type of provision the child will require at the secondary school. If necessary the educational psychologist (EP) and the LA's SEND Education Officer should be invited to the meeting. This will enable the parents to visit Secondary Schools and consider appropriate options within similar timescales to other parents. It is recommended by the borough that the Annual Review takes place in the Spring Term of Year 5.

An Annual or interim Review in Year 6 must take place during the summer term and the secondary school SENCO should be invited. This allows the receiving school to plan an appropriate ASP to start at the beginning of the new school year, and reassures the child and the parents that an effective and supportive transfer will occur.

Personal Budgets within an EHCP

Parents of children who have EHCPs have the right to request a Personal Budget, which may contain elements of education, social care and health funding. All parties involved in the EHCP **must** set out in their joint commissioning arrangements their plans for agreeing Personal Budgets. It is their role to develop and agree a formal approach to making fair and equitable allocations of funding and should set out a local policy for Personal Budgets that includes:

- a description of the services across education, health and social care that currently lend themselves to the use of Personal Budgets
- the mechanisms of control for funding available to parents including:
  - direct payments – where individuals receive the cash to contract, purchase and manage services themselves
  - an arrangement – whereby the local authority, school or college holds the funds and commissions the support specified in the EHC plan (these are sometimes called notional budgets)
  - third party arrangements – where funds (direct payments) are paid to and managed by an individual or organisation on behalf of the child's parent or the young person
  - a combination of the above
- clear and simple statements of eligibility criteria and the decision making processes that underpin them.

Further information is given in the SEND Code of Practice p.48 paragraph 3.38.

Admissions

Both schools follow Croydon's policy for admissions. The Code of Practice requires a school to admit all pupils who have an EHCP, where it has been requested by parents as their school preference and named by the LA, providing the school has the capacity to meet their needs.

Transition from/to other settings

Contacts are made with other settings to plan Transition Meetings and share information before children come to Purley Nursery School or Christ Church School.

Staff might be invited to meet our SENCo or staff and to liaise on any resources needing to arrive with the child or be acquired before the child starts.

When a child moves on, we ensure that up to date written and verbal information is passed on and a Transition Meeting (if appropriate) with that school takes place.

Ensuring access to the curriculum

The SENCo and Leadership Team of both schools are responsible for ensuring adequate adult support for SEND children. Teaching Assistant or Keyworker hours are carefully targeted by the SENCo, Leadership Team and Class Teacher to support the needs of individual children within each school.

Children with additional educational needs are encouraged to take part in all activities, not being seen as separate or unable to be included. Planning for children with additional needs is often carried out following advice from external agencies e.g. physiotherapists and occupational therapists. Equally, if activities have been specifically planned and designed for children with physical disabilities, all children are encouraged to take part. Staff know that they may need to modify the learning environment/equipment to ensure equal access for children with a wide range of disabilities – visual, auditory or motor disabilities. For children with a high level of ability, special provision is made to meet their specific needs through planning indoor and outdoor areas to allow for increased choice and challenge.

For further details on entitlement in Christ Church School please see the attached 'Wave' provision map at the end of this document.

Monitoring

Monitoring of children's progress:

- Data analysis occurs in line with each schools' assessment procedures. All children identified on the SEND register are assessed in reading, writing and maths on a termly basis by their class teacher. These results are part of the whole school assessment package, which is monitored at least termly by the Leadership Team and SENCo. Children who are underachieving are identified and support is put in place for them, either through intervention programmes or support through ASPs /Provision Map.

Monitoring the school's SEND policy and procedures:

- The SENCo monitors the effectiveness of the schools' SEND policy and procedures on children's progress through lesson observations, work sampling and moderating (including use of NC levels and P Scales), feedback at TA and staff meetings, and ASP /Provision Map/Annual Review meetings. The SEND governor and Ofsted monitor the effectiveness of SEND policy and practice.

In-Service Training and Support for Staff

The SENCo for each school will lead some staff meetings and give information on current developments, courses attended and SENCo Forum and Cluster Group meetings. In addition, the SENCo, class teachers, Early Years Educators and TAs may attend training outside of school according to needs identified in the School Development Plan.

Training is given to staff in line with children's specific needs as appropriate – either on an individual basis or to the whole staff team.

Dealing with children with special educational needs can be both rewarding and challenging. Staff are entitled to support from the school's SENCo and colleagues when dealing with

children with special educational needs. Both schools aim to support staff in a positive way, by appropriate training and time for discussion.

Any health care plans will outline specific training for named staff and which health care professionals will provide this.

Partnership with Parents

We value and encourage our partnership with parents, because children's progress is enhanced if parents are seen as partners in the educational process with unique knowledge and information to impart. It is vitally important that parents/carers feel that their input is valued. Staff utilise the parent's/carer's unique knowledge of their child to inform the planning for them. The views and involvement of parents are actively sought. Both schools aim to involve parents/carers in planning for and in assessing progress of their children.

We are aware that parents/carers of children with SEND may find it hard to see and accept that their child has a need, so we aim to work compassionately and sensitively. We aim to empower parents/carers, and to acknowledge and work with their viewpoints, and thus work jointly to meet the child's needs.

We aim to work closely with other agencies involved with the child and to coordinate their responses.

Parents/carers have the right to support from external agencies and other professionals. We will support parents/carers in this, and act as an information provider and make referrals where appropriate with permission sought from parents/carers.

Specialists or outside agencies may come from education, health or social services. For example, support teachers for children with sensory, learning, or behavioural problems, physiotherapists, speech and language therapists or paediatricians.

Social care workers may offer support or courses on parenting skills etc. and we will endeavour to locate these and help the parent/carers to access any appropriate resources or training.

We will inform parents/carers of the parent partnership services that are available. These can give parents/carers specialist information and advice about:

- assessment procedures
- Education and Health Care Plans (EHCP)
- school reviews and meetings
- SEND Support
- appeals and tribunals procedures
- parents' rights and how the education system works
- school entry, transition, and choosing an appropriate school
- other educational issues that parents/carers might want to discuss
- information about particular Special Educational Needs

Partnership between the schools

The SENCo from Christ Church will work with the Head of School/SENCo of Purley Nursery School around identification, referrals and support for any special needs where required. Transition meetings with professionals and parents of those SEND children moving to Christ Church School will occur in the summer term to assist the move.

Parental concerns or complaints

If parents have concerns they should first contact the Key Worker, Class Teacher or the SENCo for the appropriate school and, if not satisfied, the Executive Headteacher. We always try to resolve any issues directly.

We follow the Croydon LA complaints procedure. Please ask at the Schools' Office or the Executive Headteacher/Head of School for a copy of the procedure which is on each schools' website.

Croydon Parent Partnership Service may be contacted on 020 8655 0941 for support.

Provision Map Menu
These strategies are used across the federation
Wave1
The effective inclusion of all pupils in quality first teaching, which includes the following:

- Structured school and class outlines
- Classroom rules
- Whole school and class reward systems promoting learning behaviour
- Differentiated/adapted curriculum planning, activities, delivery and outcome
- Open ended learning opportunities enabling extension of most able
- Directing individual children (at FS / KS1) to activities if unable to choose
- Differentiated home learning
- Pupil targets for English and Maths set by class teachers.
- Variety of teaching and learning styles (visual, auditory and kinaesthetic)
- Range of recording methods used
- Visual Timetable
- Focus group teaching with class teacher
- In class support from TA when available
- Time out space whole class
- Reading Schemes - Little Wandle
- Displays to support Literacy/Maths
- Movement breaks
- Circle time
- Paired talking partners
- Planned seating arrangements
- Flexible groupings
- Home school contact books
- Parental involvement encouraged: volunteering in class
- Parental involvement encouraged: attendance at family literacy/maths sessions.
- Practical equipment e.g. in maths
- Key vocabulary on display
- Auditory and non-verbal prompts
- Specific Responsibilities.
- Fine motor skills development
- Timers (Digital or Egg)
- Individual time out spaces
- Pencil grips
- Move ‘n sit/wobble cushion
- Ear defenders
- Specialist equipment where needed eg Sensory Box, large font worksheets, specific visual timetable.
- Fiddle objects if needed

Wave 2
Intervention aimed at pupils who can be expected to “Catch-Up”, which includes the following:

- SEND children identified
- ASPs and/ or Provision Maps in place and reviewed half termly/ termly
- Pupils involved in reviews when applicable
- All staff aware of children’s needs and appropriate responses to those needs
- Planned Interventions
- Volunteer readers
- Children targeted for daily reading.

Wave 3
Specific targeted support for pupils identified as requiring provision which is ‘additional to or different from’ Waves 1 and 2., and includes the following:

- SEND children identified on planning by questioning/outcome/grouping
- ASPs and/ or Provision Maps developed in conjunction with relevant outside agencies and reviewed termly
- Pupils involved in reviews when applicable
- All staff made aware of children’s needs and appropriate responses to those needs
- ELSA intervention
- MHST (off the record) emotional wellbeing practitioner support.
- Speech and Language Input
- Individual Speech and Language Programmes
- Individual English support
- Individual maths support
- Increased use of Home/School contact book
- Individual Target/Reward Charts
- Handwriting Programme
- Lunch time support
- Educational Psychology Service assessment and advice
- Speech and Language Therapy assessment and advice
- Occupational Therapy assessment and advice
- Hearing Impairment Service
- Visual Impairment Service
- CAMHS
- Pupil Referral Unit
- Social Services
- Multi-Agency liaison (SENCo)
- Pastoral Support Plans
- Education Welfare Officer where needed
- Individual literacy input (Specialist teacher)
- Sensory diet – OT input
- Counselling Programme

Appendix 1: Compliance with Statutory Duties

This policy meets requirements set out in the Children and Families Act 2014. It is written with reference to the following legislation and documents:

- Special educational needs and disability code of practice 0-25 (updated September 2024)
- Equalities Act 2010
- School Admissions Code of Practice
- Supporting pupils at school with medical conditions (June 2014)
- Schools Complaint Toolkit 2014
- The Statutory Framework for Early Years Foundation Stage
- Teachers Standards December 2021
- Keeping Children Safe in Education 2025

Croydon's local offer for SEND:

https://localoffer.croydon.gov.uk/kb5/croydon/directory/home.page

Appendix 2: Definition of Special Educational Needs
SEND Code of Practice 2014 (Updated in September 2024)

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she has:

- a significantly greater difficulty in learning than the majority of other pupils of the same age or
- a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools of post -6 institutions.

Equality Act 2010
A disability 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 includes:

- sensory impairments such as those affecting sight and hearing
- long-term health issues such as asthma, epilepsy and cancer.

Appendix 3: Links with Local and National services and organisations to support implementation of the SEND policy:

Croydon Educational Psychology Service	020 8604 7300
Croydon CAMHS	0203 228 000 www.slam.nhs.uk
Occupational Therapy	020 8274 6854/50
Children's Physiotherapy	020 8274 6853

SALT (Speech and Language Therapy)	020 8714 2594 http://www.croydonhealthservices.nhs.uk
Community Paediatricians	020 8274 6300
Peripatetic Visual Impairment Service	020 8760 5784 linda.james@croydon.gov.uk
Peripatetic hearing impairment service	020 8760 5783 luisa.saddington@croydon.gov.uk
Croydon Locality Early Help	earlyhelp@croydon.gov.uk
Croydon Primary Behaviour Support Team	020 8686 0393
Primary Fair Access Panel	020 8726 6162
Secondary Fair Access Panel	020 8726 6162 Valerie.Burrell-Walker@croydon.gov.uk
Parents In Partnership	0208 663 5626 www.pipcroydon.com/
SENDIAS (SEND support for parents and carers)	020 3131 3150 parentssupportherts@familylives.org.uk
Contact a Family	0808 808 3555 www.cafamily.org.uk/advice-and-support/
Council for Disabled Children	0207 843 1900 www.councilfordisabledchildren.org.uk/