



# SEND Policy

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## *'Hand in hand, fulfilling our potential'*

Our fundamental aim at Crooksbar Primary School is to provide a stimulating, safe and secure environment in which **all** children can reach their potential to the fullest possible extent – based upon a mutual trust and respect between adults and children in all their interactions. Ultimately this will enable the children to become well-balanced adults and responsible contributors to their community.

Crooksbar Primary School is an inclusive school. We take safeguarding very seriously; all our policies are developed with a high priority on children's safety and in the light of our safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies. In particular, the SEND policy is linked to behaviour, anti-bullying, medical and curriculum policies. Here, it is the belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that is provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014)

### **1. Aims**

Our SEN policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupil's views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions have full inclusion in all school activities by ensuring consultation with health and social care professionals where applicable
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in co-operation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

### **2. Legislation and guidance**

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

### 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

Under the 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.

The four broad areas of need are:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotion and mental health difficulties**
- **Sensory or physical needs**

### 4. Identifying children with SEND – A Graduated Approach

In order to support children with Special Educational Needs at Crooksbar Primary School we take a graduated approach.

#### a) Quality First Teaching

The progress of every child is monitored at termly pupil progress meetings. Where children are identified as not making progress in spite of Quality First Teaching. They are discussed with the SENCO and senior leadership team and a plan of action is agreed.

Class teachers are continually aware of children's learning. If they observe that a child, as recommended by the 2014 Code of Practice, is making less than expected progress, given their age and individual circumstances, they will seek to identify a cause. This can be characterised by progress which:

1. Is significantly slower than that of their peers starting from the same baseline
2. Fails to match or better the child's previous rate of progress
3. Fails to close the attainment gap between the child and their peers

A variety of sources of information are drawn upon to establish a clear analysis of pupils, this includes:

- Teacher assessment and experience of the pupil;
- Pupil progress and attainment;
- Individual development in comparison with national age-related expectations;
- The views of the parents;
- The pupils' own views;
- Advice from external agencies if appropriate.

Pupils who are making less than expected progress are closely monitored and extra support or intervention may be put in place. Parents will also be informed of concerns and kept up to date with their child's progress.

## **b) SEN Support**

Where it is determined that despite Quality First Teaching a pupil is still not making adequate progress then, parents will be formally consulted and the child will be added to the SEN register and a SEN Support Plan put in place. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning.

### SEN Support Plans

Strategies employed to enable the child to progress will be recorded within a SEN Support plan which will include information about:

- The short term targets set for the child.
- The teaching strategies to be used.
- The provision to be put in place.
- How the targets will help the child in their learning
- What they are responsible for
- How the child can be successful
- The review date.

All Support Plans are stored on the school system, in pupil's individual folders. Termly review meetings are carried out involving teachers, parents and pupils, where progress and targets are discussed. Parent's views and those of the pupil (where appropriate) are sought and taken into account.

## **c) Education, Health and Care Plans**

If a child has significant difficulties, then an EHC plan (Education and Health Care Plan) may be applied for. This is usually requested by the school, but parents are also able to request an EHC plan.

The application for an Education, Health and Care Plans will combine information from a variety of sources including: parents, teachers, SENCO, social care, health professionals. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

All EHC plans must be reviewed at least annually with the parents, the pupil, the LA, the school and professionals involved.

## **5. The Process**

At Crooksbarn Primary school we follow the 'Assess, Plan, Do, Review' cycle.

a) Assess

When assessing a pupil's needs the following are taken into consideration:

- Teacher's assessments and experiences of the pupil
- Pupil progress attainment and behaviour
- The individual development in comparison to their peers
- The views and experiences of parents/carers
- Advice and support from external support agencies ( as appropriate)

b) Plan

- A plan for targeted provision will be discussed with parents, the child and the class teacher and recorded in a SEN Support Plan, which will show the support that is being provided, teaching strategies/approaches which will be employed and set 3/4 targets.
- Class teachers retain responsibility for the child even when they are taking part in provision away from the classroom.
- All staff working with the child will be informed of their individual needs.
- Where appropriate training will be put in place.

c) Do

- The class teacher remains responsible for working with the child on a day to day basis and retain responsibility even when they are working with another adult in group or one to one interventions. Class teachers work closely with Teaching Assistants to plan and assess the impact of support and interventions.

d) Review

- A pupil's progress will be reviewed
- SEN Support plans will be reviewed termly in consultation with parents and, where appropriate, the pupil.
- During termly reviews the class teacher and parents will review the impact of support and interventions and amend targets according to the progress that has been made.

## 6. The Nature of Intervention

The SENCO and the child's class teacher will decide on the action needed to help the child progress in the light of earlier assessments. This may include:

- Different learning materials or specialist equipment.
- Some group or individual support, which may involve small groups of children being withdrawn to work more closely with the teacher or with TA support or other interventions.
- Staff development and training to introduce more effective strategies.

## 7. Outside Agencies

There are a range of outside agencies which we are able to access in order to support children with SEND:

- Educational Psychologist
- Autism Outreach Team

- Hearing Impaired Service
- Visually Impaired Service
- Speech and Language Therapy Service
- School Nurse
- Physiotherapist, Occupational Therapist etc
- Outreach workers from special schools

## **8. Partnership with parents**

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings to discuss the child's progress. It shouldn't come as a surprise to a parent to learn that their child is being identified as having SEN.

Partnership plays a key role in enabling children and young people with SEN to achieve their potential. Parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs. All parents of children with special educational needs; whose support is vital if progress is to be achieved and maintained, will be treated as partners given support to play an active and valued role in their child's education. Children and young people with special educational needs often have a unique knowledge of their own needs and their views about what sort of help they would like. Where appropriate, they will be encouraged to contribute to the assessment of their needs, the review and transition process.

The school website contains details of our SEND school offer along with the Local authority offer and details of our school's policies. At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages.

Parents always have access to the SENCO through a school email address and parents and children have access to the school website which has a section dedicated to Special Educational Needs. Additional support and advice is available through our school-based PSA (Parent Support Advisor) Nicola Wilkes.

## **9. Equal Opportunities and Inclusion**

Through all subjects we ensure that the school meets the needs of all, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. It is important that in this school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in a multi-ethnic society. We also measure and assess the impact regularly through meetings with our SEN coordinator and individual teachers to ensure all children have equal access to succeeding.

Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations
- require different strategies for learning
- acquire, assimilate, and communicate information at different rates
- need a range of different teaching approaches and experiences

## **10. Resources**

Many of the resources normally found within each class are appropriate, or can be adapted, to meet the needs of children on the SEN register. A range of additional resources and equipment are kept at central points; The SEN shelving unit in the Y1/2 reading area and the SEN filing cabinet, having easy access for all staff members. Resources are well maintained, and regularly updated and new resources/ equipment is shared with staff.

## **11. Roles and responsibilities**

Provision for children with special educational needs is a matter for the school as a whole. In addition to the governing body, the school's head teacher, the SENCO and all other members of staff have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

### **The SENCO**

The SENCO is Terri Ayres

They will:

- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Liaise with the SLT in co-ordinating provision for children with special educational needs
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Overseeing the records of all children with special educational needs.
- Liaising with parents of children with special educational needs
- Contributing to the in-service training of staff
- The administration of annual reviews, Health care plans and applications for funding and specialist support
- Updating the SEN register; monitoring, tracking and evaluating SEND pupil progress

### **The Governing Body**

The school's governors have important duties towards pupils with special educational need. The Governing Body must: -

- Do their best to secure that the necessary provision is made for any SEN pupil.
- Secure that teachers in the school are aware of the importance of identifying and providing for those pupils who have SEN.
- Consult the LA as the appropriate funding authority, and the governing bodies of other schools, when it seems to them necessary or desirable in the interests of co-ordinated special educational provision in the area as a whole.

- Report annually to parents on the school's policy for pupils with SEN.
- The SEN Governor is Mrs Sarah Greenan.

### **The Headteacher**

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **Class Teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy

## **12. Complaints Procedure**

Complaints about SEND will be dealt with in the same way as any complaints about the school. Please refer to the Complaints Policy which can be found on the school website.