

# Crowland Primary School



## Special Educational Needs and Disability (SEND) Policy [C6]

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Governing Body :

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**Crowland Primary school**  
**Special Educational Needs and Disability (SEND) Policy**

**Introduction**

Crowland Primary School has a named Inclusion Manager (Maureen Dyer) who is a qualified teacher and has gained the National SENCO qualification Award. **Catherine Hillis** is the named Governor responsible for SEND.

They ensure that the Crowland Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

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 provided within the differentiated curriculum to better respond to the four areas of need identified in the new Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory/physical

**What are special educational needs?**

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. Health care provision or social care provision which educates or trains a child or young person is to be treated as special educational provision.

This SEND policy details how, at Crowland, we will do our best to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs are known to all who are likely to work with them. We will aim to identify and provide for those pupils with special educational needs, allowing them where possible to join in school activities together with pupils who do not have special educational needs.

**Aims and objectives**

The aims of this policy are:

- To create an environment that aims to meet the special educational needs of each so allowing them where possible to join in school activities and so they can achieve and engage in activities alongside pupils who do not have SEND
- 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 good level of staff expertise to meet pupil needs, through well targeted continuing professional development
- To ensure support for pupils with medical conditions so allowing them where possible to join in school activities and ensuring consultation with health and social care professionals
- To identify, the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments, to enable children to have access, where possible, to elements of the school curriculum
- To work in cooperation 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 vulnerable learners

### **Equal Opportunities and Inclusion**

We aim to meet the needs of children and where possible to enable children to have access, to elements of the school curriculum, taking account of gender, ethnicity, culture, religion, language, sexual orientation, age, ability, disability and social circumstances. We think it is important that in this school we aim to meet the diverse needs of pupils and prepared them for participation in a multi-ethnic society.

#### **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

#### **Teachers respond to children's needs by:**

- providing support for children who need help with communication, language and literacy
- planning to develop children's understanding through the use of all available resources and experiences
- planning for children's full participation in learning, and in physical and practical activities Special Educational Needs (SEND) Policy
- helping children to manage and own their behaviour and to take part in learning effectively and safely
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning

### **Identification, Assessment and Provision**

Provision for children with special educational needs is a matter for the whole school.

Class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. The school will assess children's levels of attainment in order to ensure that they build on learning and experience already established. If the child already has an identified special educational need, this information may be transferred from other organisations or schools and the class teacher and Inclusion Manager will use this information to:

- Provide starting points for the development of an appropriate curriculum.
- Identify and focus attention on action to support the child within the class.

- Use the assessment processes to inform any learning difficulties.
- Ongoing observation and assessments provide feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning.

The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

### **Admission**

Children are admitted to Crowland on the availability of places. In order to ensure inclusion each child's particular needs are considered upon entry to school. We may need to have detailed meetings with families, outside agencies and the previous school to ensure we cater fully for a child with SEND's needs, prior to the child starting.

Crowland Primary School does not discriminate against children with SEN or disability in their admission arrangements and ensures that all reasonable adjustments are made, in consultation with the LA, to meet their requirements.

### **The Role of the Inclusion Manager**

The Inclusion Manager is responsible for;

- Overseeing the day-to-day operation of the school's SEND policy.
- Co-ordinating provision for children with SEND.
- Liaising with and advising fellow teachers.
- Overseeing the records of all children with SEND.
- Liaising with parents of children with SEND.
- Contributing to the in-service training of staff.
- Liaising with local high schools so that support is provided for Y6 pupils as they prepare to transfer.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services and voluntary bodies.
- Co-ordinating and developing school based strategies for the identification and review of children with SEND.
- Making regular visits, to classrooms, monitor the progress of children receiving additional support.
- Update the Special Educational Needs (SEND) Policy

### **Monitoring Children's Progress**

The school's system for observing and assessing the progress of individual children will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Inclusion Manager to consider what else might be done. This review might lead to the conclusion that the pupil requires help over and above that which is normally available within the particular class or subject.

The key indicators of the need for action is that current rates of progress are inadequate. Adequate progress can be identified as that which:

- Prevents the attainment gap between the child and his peers from widening.
- Closes the attainment gap between the child and his peers.
- Better the child's previous rate of progress.
- Ensures access to the full curriculum.
- Demonstrates an improvement in self-help, social or personal skills.
- Demonstrates improvements in the child's behaviour.

The School may call upon specialist expertise if we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through the use of a Provision Map and the Inclusion Manager will have responsibility for ensuring that records are kept and available when needed. If we refer a child for statutory assessment/Education Health and Care Plan, we will provide the LEA with a record of our work with the child to date.

When any concern is noticed it is the responsibility of the class teacher to take steps to address the issue. Parents may be consulted and specific intervention put in place and monitored. If no notable progress is noted after this time the child may be referred to the SENCO for further consideration or assessment.

**Reasons for a child being added to the SEND register may include the fact that he/she:**

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the 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.

### **Parental Involvement**

Parental Involvement plays a key role in enabling children and young people with SEND 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 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. They will be encouraged to contribute to the assessment of their needs, the review and transition process.

We encourage parents to make an active contribution to their child's education and have regular meetings to share the progress of special needs children with their parents.

## **The Nature of Intervention**

The inclusion Manager 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 support, which may involve small groups of children being withdrawn to work with the SENCO; or, targeted support from the TA.
- Staff development and training to introduce more effective strategies.

After initial discussions with the Inclusion Manager the child's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will be invited to meet with the class teacher and Inclusion Manager and they will have specific time slots to discuss learning targets and progress.

The Inclusion manager will support further assessment of the child where necessary, assisting in planning for their future needs in discussion with colleagues and parents.

## **The use of outside agencies**

The school has links with a wide range of support services including the Educational Psychologist, Haringey Language Support Team, Speech and Language Therapy, the Educational Welfare Office, Family Support Workers, CAMHS, Physiotherapists, Autism Team, the School Nurse, Social Services and voluntary organisations.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will use the child's records in order to establish which strategies have already been employed and which targets have previously been set.

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly. The child's Individual targets will set out strategies for supporting the child's progress. These will be implemented, at least in part, in the normal classroom setting. The delivery of the interventions recorded in the provision map continues to be the responsibility of the class teacher.

## **Outside agencies may become involved if the child:**

- Continues working at levels substantially below that expected of children of a similar age
- Continues to make little or no progress in specific areas over a long period.
- Continues to have difficulty in developing literacy and mathematical skills.
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class group.
- 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.
- Despite having received intervention, the child continues to fall behind the level of his peers

### • **Request for Statutory Assessment or Education Health and Care Plans**

A request will be made by the school or a parent to the LEA if the child has demonstrated significant cause for concern. The LEA will be given information about the child's progress over time, and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place.

The evidence will include:

- Previous individual education plans and targets for the pupil.
- Records of regular reviews and their outcomes.
- Records of the child's health and medical history where appropriate.
- National Curriculum attainment levels in literacy and numeracy.
- Education and other assessments, for example from an advisory specialist support teacher or educational psychologist.
- Views of the parents.

The parents of any child who is referred for statutory assessment will be kept informed of the progress of the referral. Children with an EHCP for special educational needs will be reviewed regularly during the year in addition to the statutory Annual Review. When this coincides with transfer to secondary school, the Inclusion Manager /SENCO from the secondary school will be informed or preferably involved in the review.

### **Provision Plans /Additional Needs Plans**

Strategies employed to enable the child to progress will be recorded on a whole school a provision map and included on the child's additional need 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.
- The child's views will be sought and taken into account, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

### **Access to the Curriculum**

Teachers and Teaching Assistants use a range of strategies to try to meet children's special educational needs. Lessons have learning objectives and staff attempt to provide appropriate work and use assessment to inform the next stage of learning. All staff use different teaching and learning styles.

We support children in a manner that acknowledges their entitlement to share the learning experiences that their peers enjoy. Wherever possible, we do not withdraw children from the classroom situation, but

there are times when, this will be needed, we may, if the school has the necessary resources, ask the children to work in small groups, or in a one-to-one situation outside the classroom.

### **Allocation of resources**

The Inclusion Manager is responsible for the operational management of the specified and agreed resourcing for special needs provision within the school, including the provision for children with Education Health and Care Plans. The head teacher and the Inclusion Manager work together to agree on how to use funds directly related to EHCP's.

### **The role of the governing body**

The governing body work with the school to ensure that funds and resources are used effectively. The Governing Body reviews this policy and considers any amendments in light of findings.

### **Monitoring and Evaluation**

The Inclusion Manager monitors the children with SEND in school and provides staff and governors with summaries of the impact of the policy on the practice of the school. They are involved in supporting teachers and in drawing up additional needs plans for children. The Inclusion Manager and the head teacher review the work of the school in this area.

## **TRANSITION ARRANGEMENTS**

When children already identified as having a disability or special educational needs transfer from other schools, to ensure continuity of learning we will use their records. We will also arrange a meeting with the families to discuss provision at the school and as a basis for future partnerships. If necessary, we will contact staff at the previous school. Similarly, when children leave Crowland the Inclusion manager will forward information promptly and arrange to talk to staff about the child's needs as necessary.

In Year 6 the Inclusion Manager will make links with the Inclusion manager /SENCO at the prospective secondary school to enable them to make plans appropriate to the child's needs.