

Crowland Primary School



SEND policy and information report

Date: September 2021

Last updated: April 2020

Approved by: Andrew Bethell, Chair of Governors

Next review date: September 2022

Contents

1. Aims	2
2. Legislation and guidance	2
3. Definitions	3
4. Roles and responsibilities	3
5. SEND information report.....	4
6. Monitoring arrangements.....	11
7. Links with other policies and documents	11

1. Aims

Our SEN policy and information report 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

Our vision and how we hope to achieve it:

At Crowland we believe 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. Our school motto is 'Together Everyone Achieves More. Our motto spells TEAM and we work as such to ensure our children are ready for the next stage of their life.'

We will achieve this by:

- ◆ Instilling positive values, morals and a sense of belonging.
- ◆ Inspiring each child to become lifelong learners.
- ◆ Supporting children, to achieve the highest standards in their learning.
- ◆ Giving children an awareness of their diverse local community, the country in which they live and the wider world.
- ◆ Providing a clear, stimulating, creative environment where children feel safe, happy and valued

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

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 the 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.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Rebecca Mortimer.

She will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school.
- 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.
- 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 that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all pupils with SEND up to date.

4.2 The SEND governor

The SEND governor is Rose Dowling. She will:

- Help to raise awareness of SEN issues at governing board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this.
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school.

- › Have overall responsibility for the provision and progress of learners with SEND.

4.4 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 SEND policy.

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum condition (previously known as ASD – autistic spectrum disorder), speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

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 English and maths.
- 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 dates
- The child's views will be sought and considered, as will those of the parents, whose support is vital if progress is to be achieved and maintained.

5.3 Consulting and involving pupils and parents

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.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- › We take into account the parents' concerns.
- › Everyone understands the agreed outcomes sought for the child.
- › Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Arrangements for supporting SEND children who are looked after

Children who have SEND and are looked after (LAC) will have a designated teacher (DT). The designated teacher is the SENCO. She is responsible for ensuring that the SEND code of practice is being followed for the looked after children.

Where any looked after child has an education, health and care plan (EHCP) she will monitor the pupil's personal education plan (PEP) to ensure it works in harmony with the EHC plan to set out how their needs are being met.

The Designated teacher will meet with the Virtual School, the carers and the social worker each term to review the PEP and set new targets.

5.5 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The SENCO carries out termly learning walks in each year group to assess the provision for and the progress of children with SEND. The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil.
- › Their previous progress and attainment or behaviour.
- › Other teachers' assessments, where relevant.
- › The individual's development in comparison to their peers and national data.
- › The views and experience of parents.
- › The pupil's own views (pupil voice).
- › Advice from external support services, if relevant.

The assessment will be reviewed regularly. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.6 Supporting pupils moving between settings and phases

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 SENCO will make links with the SENCO at the prospective secondary school to enable them to make plans appropriate to the child's needs. We will share information with the secondary school the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. All pupils with SEND will work with a teaching assistant trained to deliver a transition unit to prepare them for moving into Year 7.

5.7 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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.
- › 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.

High-quality teaching is our first step in responding to pupils who have SEND. In addition, we plan for an inclusive curriculum with a focus on active learning. This will be differentiated for individual pupils. We will also provide the following interventions:

- › In-class support from teaching assistants
- › Small group or one-to-one tuition in RWI (Read Write Inc phonics program)
- › Access to concrete maths resources, for example Numicon
- › Access to ICT (chrome books)
- › Nessy (an online reading, writing and spelling program)
- › Better Reading Partners (a one-to-one reading program)
- › ELSA (emotional literacy support program)
- › Pupil counselling with our school child psychologist
- › One-to-one time with our learning mentor

5.8 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- › Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- › Adapting our resources and staffing.
- › Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- › Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.9 Additional support for learning

We have a number of teaching assistants who are trained to deliver interventions such as ESLA, RWI and Better Reading Partners.

Teaching assistants will support pupils on a 1:1 basis when specialist interventions are needed.

Teaching assistants will support pupils in small groups to deliver targeted interventions.

We work with the following agencies to provide support for pupils with SEN:

- › Educational Psychologist
- › Haringey Language Support Team
- › Speech and Language Therapy
- › the Educational Welfare Office
- › Children's Services
- › Early Help
- › CAMHS
- › Occupational therapists
- › The Autism Team
- › The school nurse
- › Hearing and visually impaired services
- › The Markfield Project
- › Haringey Learning Partnership

5.10 Expertise and training of staff

Our SENCO is full time and is currently studying for the NASENCO post graduate course.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs), who are trained to deliver SEN provision.

In the last academic year, staff have been trained in mentoring, Nessy, ELSA, sensory circuits and Read Write Inc.

We use specialist staff for mentoring and ELSA (Emotional Literacy Support Assistants)

5.11 Securing equipment and facilities

The Inclusion Manager is responsible for the operational management of 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 EHCPs.

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.

5.12 Evaluating the effectiveness of SEND provision

The SENCO monitors the children with SEND in school and provides the Head 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 support plans for children.

We evaluate the effectiveness of provision for pupils with SEND by:

- › Reviewing pupils' individual progress towards their targets each term.
- › Reviewing the impact of interventions after 6 weeks.
- › Monitoring by the SENCO.
- › Using provision maps to measure progress.
- › Holding annual reviews for pupils with EHC plans.

5.13 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip to Pendarren in Wales.

All pupils are encouraged to take part in sports day, school plays and special workshops.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with disabilities are supported by the following:

- › Pupils with a disability can access the school via ramp at the main entrance.
- › The school has a lift for access to the first floor.
- › Circle time and PHSE sessions are held to prevent disabled pupils from being treated less favourably than other pupils.
- › The school's accessibility plan can be viewed at the school office.

5.14 Support for improving emotional and social development

The well-being and health of all our children is a central concern at Crownland. They are supported with their social and emotional development and general wellbeing throughout the school day, through the curriculum and pastoral support. Staff seek to create a nurturing environment where we praise children and give them encouragement. It is the school's intention to actively look for success in every child and celebrate it. We operate a positive behaviour management policy.

We provide support for pupils to improve their emotional and social development in the following ways:

- › We have a learner mentor and trained teaching assistants who provide support for children with social, emotional or mental health issues. As part of this provision, we run the ELSA programme, lead by two trained ELSAs.
- › We have counselling provision in school.
- › Attendance is monitored and families are supported to address any causes of low attendance.
- › We have a full time Welfare Assistant who is responsible for medical needs in the school.
- › We have a zero-tolerance approach to bullying.

5.15 Working with other agencies

Our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

These services may become involved if a child continues to make little or no progress despite considerable input and adaptations. They will liaise with the SENCO and class teacher 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.

5.16 Complaints about SEND provision

Complaints about SEN provision in our school should be made to the Head in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- › Exclusions.
- › Provision of education and associated services.
- › Making reasonable adjustments, including the provision of auxiliary aids and services.

5.17 Contact details of support services for parents of pupils with SEN

The Parent Partnership Service – Markfield Together for Inclusion gives free information, advice and guidance about services for children, young people and families. Email: enquiries@markfield.org.uk

This service offers a range of services to assist the parents/carers of children with SEND. These include: help with resolving disagreements, information and advice, direct support, help with personal budgets and form filling, and access to social groups and other activities and local networks.

5.18 Contact details for raising concerns

Concerns can be raised with the head teacher – Mrs Stav, and the SENCO – Ms Mortimer. Emails can be sent to: frontdesk@crowland.haringey.sch.uk

5.19 The local authority local offer

Our local authority's local offer is published here: [www.haringey.gov.uk /local offer](http://www.haringey.gov.uk/localoffer)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO and the Head **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Bullying.
- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions