



## Special Educational Needs and Disability (SEND) Policy

### Introduction

Croft Church of England Primary School named SEND Co-ordinator is Mr Simon Robson  
Mrs D Wilson-Bainbridge Link Governor responsible for SEN

This document was created by the school's SENCO and the SEN Governor. The Governors ensure that Croft's Special Educational Needs policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Authority and other policies current within the school.

It is a statement of beliefs and values, aims and objectives related to the teaching and learning at Croft Church of England Primary School.

At Croft Church of England Primary School all children are valued as individuals and will be given the best opportunities to achieve their full potential including those who may face barriers to learning, develop in terms of their academic ability, talent and skills.

*'As each has received a gift, use it to serve one another, as good stewards of God's grace.'*

1 Peter 4:10

### Beliefs and Values

At Croft Church of England Primary School we believe that learning is an emotional process; we learn best when we are happy and feel safe. We strongly believe that all children have a right to access a broad and balanced curriculum to enhance their learning, so that they can ultimately reach their full potential. It is important that in our school we meet the diverse needs of pupils to ensure inclusion for all and that all pupils are prepared for full participation in society. We therefore use our best endeavours to recognise and support children with Special Educational Needs and ensure special educational provisions are put in place. We want all our children to feel that they are a valued part of our school community. We endeavour to eliminate discrimination and promote equality of opportunity for all.

Children are identified and supported according to their need. Their progress, in all areas of the curriculum, is also carefully and rigorously monitored.

We understand that families and carers know their children best and we value the importance of active parental contributions regarding discussions about their child, making decisions on their education and setting of learning targets for the child.

Safeguarding measures will be applied where necessary to protect our most vulnerable pupils.

### Definition of Disability

In accordance with the Equality Act 2010 a person has a disability if a person has a physical or mental impairment and the impairment has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities.

### Definition of SEND

At Croft Church of England Primary School, we identify four broad areas of need (as outlined in the SEN Code of Practice):

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

*† Christian values: compassion, love, understanding, respect †*

## 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 the same age. Special Educational provision means educational provision 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.” SEN Code of Practice (2014)

Behavioural difficulties do not necessarily mean that a child or young person has SEND and should not automatically lead to a pupil being registered as having SEND.

A child must not be regarded as having a learning difficulty solely because the language or medium of communication of the home is different from the language in which he or she will be taught.

A child has a **learning difficulty** if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have 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.

## Aims and Objectives

- To create an inclusive learning environment by recognising that all children require the greatest possible access to a broad, balanced, relevant and differentiated EYFS and National Curriculum.
- Early Identification of children with SEND to enable appropriate support/interventions.
- Through reasonable adjustments, enable all children to have full access to all elements of the school curriculum.
- To be fully inclusive and provide SEND pupils with opportunities available to other children.
- To remove barriers for pupils with SEND so that all learners engage in activities alongside each other.
- To ensure support for pupils with medical conditions and ensure inclusion in all school activities through effective consultation with health and social care professionals.
- To raise the aspirations and expectations of all children with SEND.
- To foster a sense of self-worth, self-confidence and self-awareness, enabling all children to fulfil their maximum potential and to develop a positive and, ‘Can Do’ attitude to life.
- To ensure that there is sufficient opportunity for children with SEND who fulfil the normal admissions criteria to be educated in Croft Church of England School, taking into account the wishes of the parents and the impact on the quality of education offered to other children within the same class.
- To involve parents/carers as partners in the education of their child, by requesting, monitoring and responding to parents/carers and pupils views in order to evidence high levels of confidence and partnership.
- To provide all staff with the necessary and appropriate training and CPD to ensure a high level of staff expertise to meet children’s needs and implement the SEND Code of Practice and Local Authority policy.
- To work in co-operation and productive partnership with the Local Authority and other agencies, to ensure there is a multi-professional approach to identifying and meeting the individual’s needs.
- To ensure that there is mutual respect for SEND pupils and their needs:
  - Pupils have different educational and behavioural needs and aspirations
  - Pupils require different strategies for learning
  - Pupils acquire, assimilate and communicate information at different rates
  - Pupils require a range of different teaching approaches and experiences.

## Identification and Assessment (Graduated Response)

The class teacher has a fundamental role in identifying children who require further support. It is their role to begin the process of early identification, communicating with parents/carers and implementing the first stages of support. Once a class teacher has identified a child who they believe needs support, they will follow the four part cycle of the SEN Support Stage.

**Assess:** Carry out a clear analysis of the child’s needs

**Plan:** Decide interventions and support to be put in place, as well as expected impact on progress with a clear date for the review.

**Do:** Class teacher responsible for working with child daily, through Wave 1, 2 and 3 interventions, alongside other professionals within the classroom.

**Review:** Evaluate impact and quality support

At Croft Church of England Primary School, the following procedures are put in place, supporting the Assess, Plan, Do, Review cycle.

- If a teacher has a concern regarding a pupil's progress an 'at-a-glance' profile will be completed in the first instance, shared with the school's SEND Co-ordinator and a meeting with parents/carers and class teacher will be held to discuss the observations and next steps. Intervention programmes such as ELS, Dynamo Maths etc will be considered alongside high quality differentiated work targeted at meeting the child's needs. This may require teaching assistant support. The child's progress will be monitored closely.
- If this does not provide sufficiently positive outcomes, the SENDCo will add the child's name to the school's SEND register after discussion and agreement with class teacher and parents. An Individual Provision Map (IPM) will be created with all who are involved at this stage and appropriate targets set to address the child's needs. This will be reviewed at least termly.
- If the child still does not make good or accelerated progress and difficulties continue, the SEND Co-ordinator will initiate external specialist support whose advice will be incorporated into IPMs.
- The SEND Co-ordinator will organise any additional CPD or make arrangements for specialist support to come into school to support the pupil further.
- If progress continues to be limited, despite all efforts by both the school and external agencies, the LA will, in some cases, consider the need for statutory assessment and the creation of an Education Health and Care Plan. This will be devised by the school, external professionals and the parents/carers. Information will be submitted to the relevant LA for formal ratification and a CANDO matrix completed to generate funding. For pupils living in Darlington LA a One Plan will be produced at the earliest possible stage to gather the necessary information required. When confirmed, the LA will monitor and review progress through an Annual Review involving all professionals and parents.

### **Identification and Assessment**

Early identification of children identified as having Special Educational Needs and Disabilities is paramount. The class teacher is usually alerted by a child's performance in relation to their peers. Occasionally identification may come from another source e.g. the child's parents who may alert the school about possible SEND. Other identifications of SEN are on-going teacher assessment identified in the school's Assessment Policy. Appropriate resources are then used to support pupils' learning. See Appendix A

### **Intervention Provision**

Quality First teaching with highly differentiated planning is the first method used to address needs. Where Wave 1 support does not succeed in ensuring appropriate progress, Wave 2 support will be given, often in the form of small group intervention programmes. More intensive, often 1:1, Wave 3 support will follow where appropriate.

### **The Nature of Interventions**

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. These may include:

- Use of specialist equipment and different learning materials
- Some small group work, or individual support to reinforce learning (Both inside and outside the classroom)
- Extra adult time to plan and prepare the interventions and also to monitor their effectiveness
- Up-skilling staff through development and training to introduce more effective strategies.
- Parents will be kept up to date with any intervention action taken, via a meeting or telephone call.

### **Provision for Children with Medical Needs**

- A child who is unable to attend school for a period of time because of chronic ill-health, and who is on referral to the Health Service (normally the Friary, Richmond), is entitled to at least 5 hours provision of tuition per week by the LA. The person designated as responsible in Croft School for monitoring any situations where this may be necessary and for taking appropriate action, is Simon Robson. All guidelines contained in the statutory document 'Access to Education for children and young people with Medical Needs' will be followed.

### **CAF**

If a pupil's needs can only be addressed by the involvement of multiple agencies, a Common Assessment will be initiated with parental agreement. The SEND Co-ordinator and person designated for Looked After Children will receive training on use of the CAF.

### **Transition**

Transition can be a challenging time for many children and their families. As a school, we are very much aware that a successful transition for all our children and especially so for children with SEN, is vitally important to ensure that children settle quickly into a routine and can get on with learning as soon as possible. With this in mind, the transition between year groups and keystages are carefully planned. If needed, extra visits to the new classroom and to meet the new teacher will take place and picture books showing new environment and staff will go home over holidays. The SENCO works closely with outside agencies and secondary school SENDCos to support the successful transition into Year 7, parents will be involved in these processes too.

## Partnership with Parents

At Croft Church of England Primary School, we strongly believe that working in close partnership with parents plays an important part to enable our children with SEN to achieve their full potential. Parents have the opportunity to discuss and share any concerns or worries about school and home life involving their children. They are also made aware via, home school book communications, or quick debrief at the end of the day of any highlights and successes. Parents are warmly welcomed to attend all the child's educational meetings, such as Annual Reviews, Individual Performance Management Meetings, parents evening and interim reviews to focus on the reviewing and setting of academic and social targets for the children. Parents will always be informed, and permission requested for confirmation of involvement from professionals who work for outside agencies.

The SENCO will be happy to signpost parents to the local authority, Information, Advice and Support Service (IASS – Formally Parent Partnership.)

North Yorkshire Local Offer is a useful source of information about SEN services in; education, health, social care and voluntary and private support services.

[www.northyorks.gov.uk/26714/The-North-Yorkshire-County-Council-local-offer](http://www.northyorks.gov.uk/26714/The-North-Yorkshire-County-Council-local-offer)

## Dealing with complaints

Croft Church of England Primary School works to develop a positive relationship with parents but if a parent is unhappy with anything the school does;

1. The child's class teacher or SEND Co-ordinator will listen to and give consideration to any concerns.
2. The involvement of the Head Teacher is offered as and when necessary.
3. If a parent is not satisfied with the way the school handles a concern, the Governing Body will consider the complaint, in line with the School Complaints Policy.

## Roles and Responsibilities

### Teaching and Non-teaching Staff

#### Aims and Objectives

- To ensure all staff are aware of their roles to identify and intervene at the earliest point, assess and monitor the progress of all pupils.
- To ensure the welfare and safety of all children by undertaking appropriate risk assessments and identifying the safeguarding needs of individuals.
- To ensure that tracking of pupils' progress is clear and visual so that progress can be celebrated by all involved and that next steps can be clearly identified.
- To identify the roles and responsibilities of all staff in providing for children's special educational needs.
- To devise and implement Individual Provision Maps (IPMs) for children with Special Needs and review them at least termly to evaluate progress towards, and achievement of, specific targets and identify next steps.
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies.
- To identify, assess, plan, do and review in a continuous cycle in order to provide for the Special Educational Needs of children.

#### Staff will:

- Be aware of the school's procedures for identifying assessing and providing for pupils with special educational needs
- Understand their responsibilities to such children as set out in the SEND code of practice and the Teachers' Standards
- Take account of the needs of individual pupils when planning the curriculum
- Take specific action to provide access to learning for pupils with special educational needs and disabilities by:
  - Providing for pupils who need support in communication, language and literacy
- Planning where appropriate to develop pupil understanding through multi-sensory approaches and experiential learning
- Planning to ensure all pupils can participate in physical and practical activities
- Supporting pupils in managing their own behaviour in order to take part effectively and safely within school
- Helping pupils to manage their emotions in order to learn and to succeed

#### Teaching staff will:

- Keep SEND files up to date, including the contact with external agencies sheet
- Write termly IEPs based on reviews
- Provide a copy of each IEP to parents and all staff who work with that child
- Ensure that they read in detail all external agency reports and that they use the recommendations therein to inform IEPs

### **The Head Teacher (Simon Robson)**

- Has responsibility for the day to day management of the school's work; including provision for pupils with special educational needs and disabilities
- Will ensure the Governing Body are fully informed on special educational needs and disabilities provision
- Will work in close partnership with the SEND Coordinator

### **The SEND Coordinator (Simon Robson)**

The SEND Coordinator will:

- Determine the strategic development of SEND provision throughout the school in partnership with the Head Teacher
- Be responsible for the implementation of the school's SEND policy and coordinate pupil provision
- Be responsible for liaising with parents/carers, class teacher, teaching assistants and external agencies including health, Educational Psychology Services, voluntary agencies, LA support such as EMS (Enhanced Mainstream Schools)
- Liaising with the relevant Designated Teacher where a Looked After pupil has SEND
- To ensure transition between schools, key stages, Early Years providers is smooth and well planned in conjunction with the pupil and parents
- Provide support and advice to other practitioners and advise on the graduated approach to providing SEND support
- Ensure that IPMs are monitored and are having a highly positive impact on the learning of pupils with SEND
- Ensure that all relevant information is maintained effectively
- To advise on the deployment of the SEND budget
- To work with the Head Teacher and School Governors to ensure responsibilities are met under the Equality Act (2010) with regard to reasonable adjustments and access arrangements

### **The Governing Body**

In conjunction with the Head Teacher the Governing Body has due regard to the Code of Practice when carrying out its duties towards all pupils with special educational needs.

- Determine the school's approach to provision for children with SEND
- Establish staffing and funding arrangements and maintain an overview of the school's work
- Appoint a link governor to monitor the school's effectiveness in SEND provision

### **Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance:

- Equality Act 2010: advice for schools DFE 2013
- Schools SEN Information Report Regulations (July 2014)
- SEND Code of Practice 0-25 (July 2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions April 2014
- The National Curriculum in England Key Stage 1 and 2
- Safeguarding Policy
- Accessibility Plan
- Teacher Standards

Signed (Head Teacher) \_\_\_\_\_ Mr Simon Robson      Date: \_\_\_\_\_

Signed (SENDCo) \_\_\_\_\_ Mr Simon Robson      Date: \_\_\_\_\_

Signed (SEND Governor) \_\_\_\_\_ Mrs Wilson-Bainbridge      Date: \_\_\_\_\_

**This SEND Policy was updated in December 2016 and will be reviewed in January 2018**

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## Appendix A

### Assessment tools available:

- Observation of learning and behaviour
- At-a-glance profile
- EYFS Profiles using Development Matters (emerging, expected, exceeding)
- Y1-Y6 Individual Attainment Outcomes Tracking
- Letters and Sounds ongoing assessment
- Y1 Phonics Check
- Teacher Assessment – identified through marking, evaluation of target achievements, feedback from questioning and pupil self-assessments
- Assessment for Learning materials and processes
- SAT results (at Y2 to confirm TA and Y6) and optional Y3, Y4 and Y5
- Salford and GL Assessment Primary Reading and Comprehension Progress Tests
- GL Assessment MIST
- Primary Framework Intervention programmes (3LS, ELS & Supporting Children with Gaps in their Mathematical Understanding)
- Dynamo Maths Screening Test
- Dyslexia Checklist
- PUMA and PIRA tests

### Further useful assessment and monitoring procedures, especially for social, emotional and mental health include:

- Cause for concern forms
- Behaviour record charts
- Individual record forms

### Diagnostic Tests in School

- Salford Sentence Reading
- Salford Comprehension
- Phonics Check Y1
- GL Assessment Progress in English Tests
- GL Assessment Middle Infants Screening Test (MIST)
- PHAb - test for processing speeds
- PATOSS - test for handwriting speed
- Neale Analysis - test for comprehension/reading

### Interventions and resources to support pupils' learning:

- Action Words
- CD voice recorder
- Making the Alphabet Work
- DCSF materials for CPD on Dyslexia and SLCN
- A Hand for Spelling
- Dyslexia materials from EMS SpLD Richmond
- Letters and Sounds
- Mr Tumble DVDs
- Wordshark
- Signing Hands
- Understanding Phonics
- Read, Write, Inc Phonics catch up pack
- Phonic Fold-ups
- Speed Up - handwriting
- Spelling World Series
- iPad apps eg Squeebles, Pop-it
- LDA Sequential Thinking card sets 1 - 5
- Clicker 6 for iPad
- LDA Time and Growth Sequence cards
- Numicon
- Dynamo Maths
- LDA What Would You Do cards
- iPad apps eg Squeebles, Pop-it
- LDA Sequential Thinking card sets 1 - 5
- Clicker 6 for iPad
- LDA Time and Growth Sequence cards
- Numicon
- Dynamo Maths
- Dyslexia Action teaching programme

