

### **Special Educational Needs and Disability (SEND) Policy (including information on Admissions)**

This document is a statement of the aims, principles and strategies for provision for children with Special Educational Needs and Disabilities at Cranwell Primary School. Local Authority (LA) guidelines, the Children and Families Act 2014 and the Special Educational Needs Code of Practice 0-25yrs (September 2014/ updated 2015) have been taken into consideration in the formulation of this Policy.

Further amendments will be added to this policy, in line with recommendations from the 'Building Communities of Special Provision Strategy' that is currently underway in Lincolnshire. Furthermore, the following have also been taken into account whilst producing the policy;

- Cranwell Inclusion Policy
- Cranwell Safeguarding Policy
- The Equality Act 2010
- The Equality Act : Advice for schools (Dfe February 2013)
- Reasonable adjustments for disabled pupils (2012)
- Working Together to Safeguard Children/updated July '18
- Keeping Children Safe in Education/ updated April'18
- Supporting children with Medical Needs (2014)

#### **Purpose of the Policy**

This document provides a framework for the identification of and provision for children with Special Educational Needs and Disabilities (SEND). It is written for the benefit of all members of the School community, to ensure that all are aware of the principles underlying identification and provision, and confidently committed to the agreed strategies. It should be read alongside Cranwell Primary's SEND Information Report which can be observed in full on the schools website.

#### **Aims**

It is the aim of the School that each child should realise his or her maximum potential in a caring and supportive environment which provides equal opportunities.

All pupils have individual needs, including those with exceptional talents and abilities. Many can be met within the normal environment of the classroom, through 'Quality First Teaching' and a differentiated Curriculum, which also provides enrichment and extension.

#### **Principles**

Our aims for SEND are to:

- Communicate and work together to support pupils with SEND. Raising the achievement of pupils with SEND is a whole school responsibility. 'Every teacher is a teacher of every child including those with Special educational Needs and/or Disability.' All have high aspirations for all pupils, setting a positive learning ethos throughout the School, making sure of inclusion for all pupils.
- Identify early specific needs of individuals through a graduated response to their additional needs and support their diverse learning needs. Making 'reasonable adjustments' as and when needed, overcoming potential barriers to learning.
- As the Curriculum evolves, ensuring it is accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles.
- Gain the 'voice of the child' to ensure that all are aware of each pupils strengths and difficulties.
- To support emotional/ pastoral needs of all pupils, as and when needed
- Aim to ensure that each pupil feels equally valued within the School community.
- Involve parents, pupils and outside agencies in developing a partnership of support which will nurture confidence in the strategies adopted by the School.

#### **Responsibilities**

All members of the School community work towards the School aims by:

- Being fully aware of the School's procedures for identifying, assessing and making provision for the pupils with Special Educational Needs. (Please see the 'SEND Information Report' guidelines and support systems on the School Website).
- Having a commitment to a partnership approach to provision.
- Working together with Parents to keep communication between home and School fluid. This is essential for assessing each pupil's needs and setting new targets together.

### **Our objectives are :**

- To determine the School's general Policy and approach.
- To identify as early as possible any barriers to learning and act upon this information with pupils and parents.
- To take responsibility for implementing this SEND Policy throughout the Whole School.
- To Monitor and evaluate the success of the Policy and ensure that necessary revisions are undertaken as appropriate.
- Informing parents, via the Governors' Annual Report in July about the success of the Policy, any significant changes to it, resource allocation and consultations with the LA and with other Schools.

### **The Head Teacher works towards the School's aims by:**

- Management of provision for all children, by monitoring and evaluating the learning of all pupils within the school.
- Keeping the Governing Body fully informed.
- Will delegate the day to day implementation of this policy to the Special Educational Needs Co-ordinator (SENCO)
- Working closely with the SENCO to discuss and co-ordinate provision.

### **In line with the SEN Code of Practice 2014(updated 2015), The Special Education Needs and Disabilities Co-ordinator (SENCO) works towards the School's aims by:**

- Co-ordinating day-to-day operation of the School's SEND Policy and SEND Information Report, preparing and reviewing this as necessary.
- Formulating and maintaining the provision for pupils with additional needs . To know of all pupils having SEN support within the graduated support of SEND. To know the pupils having support from the schools SEND budget, those with Higher 'top up' funding and those that have Educational Health Care Plans(EHC's).
- Producing when required, Individual Education Support Plans (IESP's) alongside pupils, parents and teaching teams, during assess/plan/do/ review meetings. Please see SEND Information Report for further information. These meetings to be held termly, or as and when needed.
- Regulate the effectiveness of the interventions supporting pupils with additional needs.
- Supporting teaching teams in offering advice to support 'Quality First Teaching' for all pupils. To offer further strategies to support vulnerable learners. Also to recommend new resources and training, as and when needed.
- Liaising with parents and outside agencies and keeping them well informed.
- Setting up, and monitoring supporting intervention programmes.
- Teaching individual groups within the graduated support of SEND.
- Monitoring progress and tracking of assessment , including PIVATS, alongside the Assessment Co-ordinators.
- Assessing individual needs by including the use of testing.
- Being responsible for overseeing the delivery of the programmes by the SENTA and tracking progress.
- Communicating with Parents and continually assessing their child's needs and progress.
- Arranging staff training as and when needed.
- Meeting with and working with recommendations of external agencies.
- Co-ordinating and supporting Transitions of pupils moving through phases of their education.
- Completing Educational Health Care assessments as necessary. To lead Annual Reviews in accordance to their EHCs.
- To complete Early Help Assessments and be Lead Professional as and when needed for any vulnerable pupils.
- Act as 'Parent Support Advisor' alongside SENCO, ensuring that parents gain advice of support as and when needed.
- To work closely with the SEND Governor and develop Governor training and develop a SEND Report annually to share with Governors and parents.
- Self-evaluating the role of SENCO and the procedures as set out in the Policy and to continually enhance professional development.

The SENCO is Mrs Olsen. This Teacher fulfils the responsibilities as SENCO after consultation with the SENTA, Teaching Staff, Head and Governing Body.

### **Teachers work towards the School's aims by working with the SENCO and :**

- Have high expectations for pupils with SEND and delivering differentiated 'Quality' First Teaching' for all.
- Making reasonable adjustments for pupils with SEND as and when needed and discussing strategies and implementing interventions to support any vulnerable learners and /or pupils with SEND.
- Assessing their class's achievements and setting their targets, alongside Assertive Mentoring targets. Using IESP's alongside these targets if applicable.
- Working with TAs in developing interventions that aid learning through their successful teaching and leading further interventions used in class.
- To attend assess/plan/ do/ review meetings termly, working closely with pupils, parents and SENCO when discussing progress and outcomes.

### **Pupils are expected to work towards the school's aim by:**

- Discussing and knowing their targets ,with key staff supporting them to reach their targets.
- Achieve their best and becoming confident individuals, living fulfilling lives and making successful transitions into adulthood (SEND Code of Practice/ 2015)
- Knowing how and who is going to help them reach their potential.
- Reviewing their targets with their parents and teaching teams and understand how to fulfil them. Meet with the SENCO and the teaching teams during assess/plan/do/ review meetings

### **Teaching Assistants work towards the School's aims by:**

- Working with targeted interventions to support individuals and / or small groups to enhance active learning.
- Helping to prepare materials and resources applicable to the interventions led.
- Liaising with Teachers to give feedback and help assess interventions.
- Recording progress and outcomes.
- Running pre-organised teaching programmes.
- Noting observations of progress and outcomes of set targets for Pupils with Educational, Health Care Plans.(EHC's)

### **Parents are expected to work towards the School's aims by:**

- Participating in the assess/plan/do/review progress meetings with their child's teaching staff and SENCO, three times a year. To discuss the progress and outcomes for their child.
- Ensuring that children attend School in good health, punctually and regularly.
- Offering encouragement and praise when discussing their child's targets.
- Ensuring early contact with the School to discuss matters which affect a child's happiness, progress and behaviour.
- Taking an active interest in children's learning by supporting in class where appropriate, and giving due importance to homework, hearing reading and assisting with the learning of tables.
- Allowing children to take increasing personal and social responsibility as they progress through the School, promoting their independence.

### **Admissions of pupils with Special Educational Needs and Disabilities – please also see Admissions Policy**

The Governing body of Cranwell Primary applies the regulations on admissions fairly and equally to all those who wish to attend school. Please see the Admissions policy to gain knowledge of how parents may apply for their child to be admitted to our school.

Cranwell undertakes fair access to all by;

- Ensuring that all the children are admitted to the School, in accordance with the Admissions Policy.
- The level of ability of a child or any Special Educational Need or Disability that he or she may have plays no part in the admissions policy of this school.
- In accordance with the Special Educational Needs Code of Practice 2015, the allocation of school places for pupils with a Statement of Special Educational Needs or an Educational and Health Care Plan will take place before the school allocates other places as a part of the normal admission process.
- Discussions with previous schools, parents and pupils with SEND, including other professionals occur during the transition phase. This is in order to meet the best interests of the child. As best we can, we therefore implement strategies before a child is admitted.
- Making every effort to provide any necessary adaptations possible within the constraints of the School's funding arrangements.

### **Allocation of Resources**

- The school receives a notional SEND funding from which we are expected to contribute the first £6000 towards a pupil who requires SEND/Additional support.
- The higher needs (top up funding) and targeted support provision currently remains outside of this notional SEND funding. This is subject to review in light of the new legislative requirements implemented under the Children and Families Act 2014.
- Pupil premium is also additional funding given to publicly funded schools in England to raise the attainment of disadvantaged pupils and close the gap between them and their peers. Please see the schools Pupil Premium Statement.

### **Considering Complaints**

- The school works alongside pupils and parents/ carers to ensure a collaborative approach to supporting pupils. However if a complaint is made, discussion between Parents and Class Teacher will be held within one week of any complaint being made.
- The Head Teacher and the SENCO will be kept informed of the complaint and at least one will attend the meeting.
- A procedure to be followed in the event of the initial meeting failing to resolve the complaint. This will involve the Head Teacher, who will hold a fact finding meeting after discussion with the parents, Teacher and SENCO individually. This meeting will be held within one week from the Head's notification of the need.
- A procedure to be followed in the event of continuing dissatisfaction. Parents will be advised to take their complaints to the Governors.
- Further follow up meetings at any stage where necessary.

### **SEND Inset**

- The SENCO attending appropriate courses and conferences as they arise. Post relevant courses on the planning board in the Staffroom and share information from the courses accordingly.
- Other Teachers and Teaching Assistants attending SEND courses which interest them and have a particular bearing on children they are supporting. Link to audit of TA strengths.
- Staff Meetings are held periodically to address SEND issues.
- Use of 'Outreach' Support as and when necessary. SENCO will co-ordinate this support.

### **Use of Outside Agencies**

Links with the following services who are giving support in meeting the needs of specific children:

- Child Guidance/ Early Help Team /Early Support Co-ordination (ESCO) eg Designated Key Workers
- External agencies, linked to the Team around the Child (TAC) / Early Help Support, eg Early Help Workers
- Speech and Language Therapy Teams
- School Medical Service, including the Paediatric teams, Occupational therapist, Physiotherapist and Nurse
- Local Authority Advisors
- Out Reach Services, e.g. The Working Together Team (WTT) and the 'Physical Disability Outreach Service'
- BOSS- Behaviour Support – School adheres to Lincolnshire Ladder of Behaviour Intervention
- Sensory Impaired Service (SIS)
- Primary Mental Health Care(CAMHS) including 'Healthy Minds'
- Children's Education Advisory Service(CEAS)
- Educational Psychologist

### **Assess/ Plan/ Do/ Review (Please see the SEND Information Report, on the School Website, for full guidelines .)**

- Early identification of Special Educational Needs is beneficial. Observations and clear communication between Teacher/ Pupil/ Parent/SENCO can help identify early learning needs, however, differentiation in a classroom setting is the first step, followed by Wave 2 intervention. If this support network does not help the children progress, then Wave 3 intervention would begin.
- Being proactive when there is a perceived change in a child's behaviour and not only reacting when there is clear cause for concern.
- The commitment of all Class Teachers to make an initial response to a child's needs, calling upon other Staff, the SENCO or the Head Teacher for support where necessary.
- The conduct of procedures for identification, assessment and review, in accordance with the Code of Practice 0-25 yrs 2015.
- Informal discussions held as the need arises to address Teachers' concerns with regard to specific children. The support and advice of colleagues, parents and pupil is valued by all Teachers at all stages.

### **Referrals/ Including one or more Outside Agencies Using the Early Help Assessment Framework**

- Discussion with relevant Teachers, SENCO, Head and Parents at a meeting and where appropriate, the child concerned.
- With Parental agreement an Early Help Assessment is completed and sent to the 'Team Around the Child (TAC) Administrator
- The SENCO is named as the Lead Professional(L.P)
- Meeting to be held in School, guided by the Lead Professional. The voice of the child is gathered and a plan is put in place to support the child and family – A family led plan is developed.
- Lead Professional to note the minutes, what's working well, what we are worried about and what needs to happen
- Lead Professional to follow up further arrangements. Services are delivered according to the set child's plan. The worry goals are reviewed every 6-8 weeks and copies of the plan are distributed accordingly.

### **Providing Curriculum Access and Integration**

- Teaching pupils primarily in mainstream classes to aid inclusion.
- Ensuring that all pupils with SEND join in all the activities of the School. Highly differentiated interventions and 1:1 support can help children access all activities as far as possible.
- Ensuring that a differentiated Curriculum is offered to all pupils, in accordance with the Teaching and Learning Policy of the School. Inclusion is also seen through P.E and after school clubs.
- Encourage emotional and pastoral care early, so as to avoid provision that is unnecessary.
- Adapting teaching styles to accommodate a pupil's learning style and need.
- The provision of the ICT or mechanical aids to support learning, e.g. Neosmart/ipad etc
- Adaptation of the material presented to a group within the class.
- The provision and assessment of an Individual Education Support Plan (IESP) which breaks learning down into steps manageable by the particular children.
- If needed, alongside support in class, periodic withdrawal, either individually or as part of a group, to follow the interventions noted on the Whole School provision map.
- A 'Personal Support Plan' aimed at supporting behaviour, to be used as and when necessary.

### **Evaluating Success**

The School's SEND Policy will be achieving its aims if:

- All Special Educational Needs are identified promptly and addressed by the appropriate applications.
- Pupils are happy and thriving within their 'active learning.'
- Pupils are able to access, where possible, trips and the School's four day residential trip in the Summer term of year 5.
- There is a fluid movement of individual children between stages where appropriate.
- No child is exempt from the National Curriculum, unless there are extenuating circumstances.
- Use of Provision Map and 'traffic light' system to assess Wave 3 interventions.
- Having regular IESP/Assess/Plan/Do review meetings, 3 times a year.
- PIVATs are used to provide S.M.A.R.T. Targets alongside the 'Progression Framework.' for some pupils.
- Assessment Co-ordinator and SENCO meet regularly to assess progress and outcomes for all pupils and also monitor access arrangements linked to normal classroom practice.
- The school follow the plan, do, assess, review method of support, when evaluating success – Please see SEND Information Report for more information.

### **Partnership with Parents**

- Ensuring that all parents are aware of the School's arrangements for SEND, including the opportunities for meetings between parents and teachers, by outlining these arrangements in the School's Prospectus and online.
- Informing parents immediately when a child is referred as a cause for concern and offering an opportunity for discussion and exchange of information.
- Formal consultation between the teacher, pupil and parent/carer, to discuss the child's needs and approaches addressing them. Strategies which will be used in School and suggestions for parental support will be shared at this time and regular updating and review meetings organised.
- Provision of helpful literature to clarify understanding of the procedures.
- Consultation with all parents of children with SEND when either the School or the parent feel it is necessary.
- Regular consultation with the PTA and parent Governors regarding parental options related to general strategies employed by the School.
- Parents of pupils with Special Educational Needs may gain a range of support from Lincolnshire's SEND Local Offer.

### **Liaison with Other Schools**

- Making every effort to contact playgroups for discussion of children with SEND before they enter the Foundation Stage. This can be done by either the Foundation Stage Lead Practitioner or the SENCO.
- Contacting the previous School of any child with SEND entering the School at the point other than Reception to determine how the child will be inducted, and to enable us to benefit from previous knowledge of the child.
- Planning meetings involving the Head, SENCO, prospective Class Teacher, pupil and parents to ensure that the needs of any child entering the School with SEND can be met as fully as possible.
- Contacting receiving schools for all children with SEND, to ensure the process of transition is smooth and that the receiving school has all the relevant information. In addition, we are always willing to be consulted by receiving schools at any point after the child has transferred if we can give assistance to support the continuity of a child's development. If the receiving school is linked with the Armed Forces, the SENCO is to ensure that the Parents are aware of CEAS, the Children's Education Advisory Service. It aims to 'support operational effectiveness in the armed forces by enabling service families to secure appropriate educational provision for their children in the U.K. and overseas'. The SENCO should discuss the 'moving schools pack' which helps to develop a portfolio for an individual with Special Educational

Needs. Also, CEAS enables service parents to register a child with additional needs or with a medical need that may impact on their education.

- Ensure smooth transition to KS3 following discussions with the receiving school, also the passing and clarification of all recorded documentation. Transition IESP Reviews may be implemented to discuss an individual's specific need in KS3. Further visits may also be arranged to the Secondary school, in the summer term to avoid heightened anxiety.

### **Conclusion**

This policy is written alongside the SEND Information Report, which may be accessed on the school's website. The school is committed to inclusion and equal opportunities. This policy will be reviewed annually or sooner if need be.