

Special Educational Needs and Disability (SEND) and Inclusion 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 (Jan 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 Specialist Provision Strategy' that is currently underway in Lincolnshire and the SEND and Alternative Provision Improvement Plan currently being presented to Parliament (March '23.) Furthermore, the following have also been taken into account whilst producing the policy;

- Child Protection and Safeguarding Policy (Cranwell)
- Safeguarding intimate Care Policy (Cranwell)
- The Equality Act 2010
- The Equality Act: Advice for schools (Dfe February 2013)
- Equality and Diversity Policy (Cranwell Policy)
- Reasonable adjustments for Disabled Pupils (2012)
- SEN and Disability Policy including Inclusion and admissions (Cranwell)
- Working Together to Safeguard Children /amended in July'18 & updated Dec'20
- Keeping Children Safe in Education/ 2022
- Supporting children with Medical Needs (2014/ updated 2017)
- Administration of Medicine Policy (Cranwell)
- Mental Health and Wellbeing Policy (Cranwell)

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 school's website.

Inclusion

Our School aims to be an inclusive School. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we also pay to the different groups of children within our School, including:

- ALL pupils of different gender identity.
- Minority ethnic and faith groups.
- Children who need support to learn English as an additional language (EAL).
- Children with Special Educational Needs and Disabilities.
- Gifted and talented children.
- Any children who are at risk of disaffection or exclusion.
- Pupils who access the Pupil Premium.
- Young Carers.

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

The School provides opportunities for children to develop as independent, confident, successful learners with high aspirations, who know how to make a positive contribution in their local community and the wider society. There is a high focus on developing children's moral, spiritual, social and cultural understanding.

The School provides outstanding opportunities for our children across the curriculum and to promote and uphold the school motto: Courage, Perseverance and Success.

All learners are encouraged to enjoy their education and make the most that our large and welcoming school can offer through its rich and broad curriculum. All children are challenged to persevere with courage to achieve

success. The curriculum inspires confidence and self-belief enabling **every** child to identify their strengths; motivating them to become independent and resilient learners who are ready to take their next steps on their life journey.

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.'

Our curriculum is adapted as needed to ensure that all pupils are included. There is a high expectation that pupils with additional needs progress to meet their full potential. They are given targeted support to foster resilience to develop skills, tailoring their learning in a style that best suits their individual needs. A bespoke semi-formal curriculum may be accessed if appropriate and reasonable adjustments are made accordingly.

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 teaching teams 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 and overcoming any potential barriers to learning.
- Ensure the new curriculum is accessible to all pupils through recognising the need for scaffolding and employing a range of teaching styles.
- Gain the 'voice of the child' to ensure that all are aware of each pupil's strengths and difficulties.
- To support emotional/ pastoral needs of all pupils, as and when needed and to work closely with pupils, families and external agencies as required, eg, Healthy Minds etc
- 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.
- To help nurture and support pupils Personal Development.

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 ensure that every child reaches their individual potential, encouraging diverse opportunities for them each to excel.
- To ensure that pupils Social, Emotional and Mental Health is supported accordingly.
- To identify as early as possible any barriers to learning and act upon this information with pupils and parents, to ensure that reasonable adjustments are put in place in a timely manner.
- To take responsibility for implementing this SEND and Inclusion 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 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) Nicky Olsen and the SEND team. This Teacher fulfils the responsibilities as SENCO after consultation with the SEND Team, Teaching Staff, Head and Governing Body.
- Working closely with the SEND team to discuss and co-ordinate provision.

In line with the SEND 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 SEND support within the school's graduated support of SEND. To know the pupils having support from the schools SEND budget and those of which access the higher 'top up' funding due to having Educational Health Care Plans (EHCP'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 by setting up and monitoring supporting intervention programmes.
- 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. To observe some pupils in class, and to help adjust and add reasonable adjustments as needed. To also teach some groups of learners as and when needed.
- To ensure that vulnerable pupils, who may have over-lapping needs are supported accordingly via relevant positive support strategies. Eg, for Pupils with Autism to have access to the Working Together Team support strategies, to have further access to the School led Positive Sensory assessment, use of BOXALL profiling, BOSS support and Healthy Minds, as and if needed etc.
- To ensure that Young Carers are supported and that their voice is also heard- to ensure they know of the support resources and clubs in school to support them and to know that they can approach the 'Operational Lead' / Nicky Olsen and the SENTA/ Sue Bowes for more information and support linked to Young Carers.
- Liaising with parents and outside agencies and keeping them well informed and working with them to support pupils. The SEND Team are also Parent Support Advisors for the school and therefore parents are encouraged to attend termly support coffee mornings and weekly drop in clinics to have further access to varied information support strategies, to help their child. Further information is shared via Parent mail and can be accessed on line.
- Monitoring progress and tracking of assessment, including PIVATS, M.A.P.P and The Engagement Model and access Pre- Key Stage training, alongside the Assessment Co-ordinators. Assessing individual needs within the assess/plan/do/ review model.
- Being responsible for overseeing the delivery of the programmes by the SENTA and tracking progress of outcomes set.
- Being the Designated Teacher to support Looked After and previously Looked After Children (LAC) and their families.
- Meeting with and working with recommendations of external agencies, using this evidence to enhance teaching in class.
- Co-ordinating and supporting Transitions of pupils moving through phases of their education.
- Completing Educational Health Care (EHC) assessments as necessary and to lead Annual Reviews in accordance to their EHCPs.
- To complete Early Help Assessments and be Lead Professional as and when needed for any vulnerable pupils.
- 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.

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.
- To work with the SENCO in developing strategies to support pupils with additional needs by adapting their classroom and teaching styles according to need and by creating positive learning spaces, eg, Developing personalised work stations, developing sensory areas/ sensory boxes in class, etc
- Assessing their class's achievements and setting their targets, alongside Rising Star assessments. Using Individual Educational Support Plan's alongside these targets if applicable.

- Working with Teaching Assistants in developing interventions that aid learning through their successful teaching and leading further interventions used in class.
- Working with recommendations from external agencies, eg The Educational Psychologist, The Working Together Team, The Behaviour Outreach Support Service, etc and develop support accordingly.
- 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 strengths and the targets they are working on. By using their A4 profiles in class and knowing how they can achieve their goals. They need to be aware of how others can help them as well as being able to develop strategies to support their own independence, within their active learning.
- Having high aspirations and achieving their best and becoming confident individuals, living fulfilling lives and making successful transitions into adulthood (SEND Code of Practice/ 2015)
- 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 and share their views.
- Celebrating their successes and showcase their Personal Development.

Teaching Assistants work towards the School's aims by:

- Running pre-organised teaching programmes and 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 and SENCO to give feedback and help assess interventions and to record progress and outcomes. Using this assessment to feed into reviews, including EHCP Annual Reviews.
- Using their strengths to aid to others professional development, eg- Makaton Lead to share training with other teaching teams etc
- Using emotional coaching with the pupils, supporting pastoral and social, emotional and mental health.

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 emotional development .
- 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.
- To attend SENCO drop ins / training led by the School as they feel necessary.

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 as long as within the LCC 'consultation' stage that school feel they can support the child's needs. This is also reviewed within the child's Educational Health Care Plan (EHCP) Annual Review.
- In accordance with the Special Educational Needs Code of Practice 2015, the allocation of school places

for pupils with an EHCP 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, therefore implement strategies, if possible, 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 Cranwell Primary 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 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.
- There is 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.
- There is 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 may occur at any stage where necessary.

SEND Inset

- The SENCO attends appropriate courses and conferences as they arise. Relevant information from these courses can be developed on the SEND board in the Staffroom.
- Other Teachers and Teaching Assistants attend SEND courses which link to their strengths / interest and have a particular bearing on children they are supporting. Link to audit of Teaching Teams strengths.
- Staff Meetings are held periodically to address SEND issues and training also takes place within this time.
- Use of 'Outreach' Support as and when necessary. SENCO will co-ordinate this support.

Use of Outside Agencies

The SENCO/ Teaching Teams links with the following services who give support in meeting the needs of specific children:

- Child Guidance/ Early Help Teams/ 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 and The Eclipse Team.
- School Medical Service, including the Paediatric teams, Occupational therapist, Physiotherapist and Children and Young People's Nursing Team.
- Local Authority Advisors, SEND Case workers within the NKSK teams.
- Out Reach Services, e.g. The Working Together Team (WTT) and the 'Physical Disability Outreach Service.'
- BOSS- Behaviour Support teams– 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 Psychologists.

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, scaffolding 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.
- If an IESP is formed then 3 assess/plan/do/ review meetings are held every year.

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)' Administrators.
- The SEND Team act as Lead Professionals (L.P) for Cranwell Primary school.
- Meetings 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.
- The 'voice of the child' is paramount in these meetings and the 3 houses is often used to gain their thoughts. The pupils are also asked to attend the meeting if they so wish.
- 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.

The Whole school contribute to providing Curriculum Access and Integration by:

- 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 the Curriculum is offered to all pupils, in accordance with the Teaching and Learning Policy of the School. Inclusion is also seen through differentiated P.E and after school clubs and School Residential Trips.
- Encourage emotional and pastoral care early, so as to support worries quickly and in a timely manner.
- Adapting teaching styles to accommodate a pupil's learning style and need.
- Using the provision of the ICT or mechanical aids to support learning, e.g. Clicker 7/ ipads etc .
- Adaptation of the material presented to a group within the class and using multisensory ways of learning as and when needed.
- Creating the provision and assessment of an Individual Education Support Plan (IESP) which breaks learning down into steps manageable by the particular children.
- Adapting support and 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.
- Developing further 'risk assessments' aimed at supporting behaviour seen , to be used as and when necessary and shared with all staff. It must be remembered that pupils with additional needs may show their thoughts and feelings in different ways and it must not be assumed that external behaviour always leads from frustrations. Time is taken to get to know each pupil and investigate what the behaviour 'looks like' and what this is masking. A whole team approach is needed to work together to support pupils and if there are greater concerns linked to behaviour, the School follow the 'Lincolnshire Behaviour Ladder' guidelines.
- Using 'Emotional Coaching' to support pupils throughout their school day and have access to the Healthy

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.
- The Whole school work together to support pupils with additional needs, making reasonable adjustments as needed.
- Pupils are happy and thriving within their 'active learning.' They achieve their goals and know how to ask for help to achieve these goals.
- 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 as transitions are planned accordingly.
- No child is exempt from the National Curriculum – however, their own 'bespoke' curriculum can be adapted accordingly, with the use of semi-formal curriculums to be used when needed and in line with external agencies recommendations.
- Use of Provision Maps and outcomes and progress mapping system in place to assess Wave 3 interventions.
- Having regular IESP/Assess/Plan/Do review meetings, 3 times a year to evaluate personal success - Please see SEND Information Report for more information.
- PIVATs are used to provide S.M.A.R.T. Targets alongside the 'Progression Framework,' for some pupils. The Pre-key stages and Engagement Model assessment can also be accessed as needed.
- Assessment Co-ordinators and SEND team meet regularly to assess progress and outcomes for all pupils and also monitor access arrangements linked to normal classroom practice.

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, which is signposted from the School's SEN Information Report.

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 the Children's Education Advisory Service(CEAS). 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. (This is currently being updated) 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 as needed.