

(Revised and Adopted Spring 2025)

Special Educational Needs and Disability (SEND) 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, last updated April 2020) 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 'Alternative Provision Improvement Plan' which sets out the Governments proposals to improve SEND and alternative provision in England based on the Green paper consultation. 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 Statement and Objectives (Cranwell Policy)
- Reasonable adjustments for Disabled Pupils (2012)
- Working Together to Safeguard Children (Dec 23/updated Feb 24)
- Keeping Children Safe in Education (2023)
- 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 underlying principles, identification and provision of the agreed strategies and can confidently commit to them. It should be read alongside Cranwell Primary's SEND Information Report which can be read in full on the school 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.
- Young Carers.
- Children who need support to learn English as an additional language (EAL).
- Children with Special Educational Needs and Disabilities.
- Pupils from Military Families.
- Gifted and Talented children.
- Any children who are at risk of disaffection or suspension.
- Pupils who access the Pupil Premium.

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 of what 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 the next step 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 needed and appropriate, and essential 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 'essential 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.
- Support the emotional/pastoral needs of all pupils, as and when needed, and to work closely with pupils, families and external agencies as required, e.g., Healthy Minds, CAMHS, 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.
- Help nurture and support pupils Personal Development.

Responsibilities

All members of the school community work towards the school's 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.
- Ensure that every child reaches their individual potential, encouraging diverse opportunities for each to excel.
- Ensure that pupils' Social, Emotional and Mental Health is supported accordingly.
- 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.
- Take responsibility for implementing this SEND and Inclusion Policy throughout the whole school.
- Monitor and evaluate the success of the Policy and ensure that necessary revisions are undertaken as appropriate.
- Inform parents via the Governors' Annual Report of the success of the Policy and any significant changes to it; resource allocation; consultations with the LA and with other schools.

The Head Teacher works towards the school's aims by:

- Managing provision for all children; monitoring and evaluating the learning of all pupils within the school.
- Keeping the Governing Body fully informed.
- Delegating 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; knowing which pupils access SEND support within the school's graduated support; knowing which pupils receive support from the schools SEND budget and 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. (See SEND Information Report for further information). Meetings to be held termly, or as and when needed.
- Regulating the effectiveness of the interventions supporting pupils with additional needs by setting up and monitoring intervention programmes.
- Supporting teaching teams by offering advice on 'Quality First Teaching' for all pupils. Offering further strategies to support vulnerable learners and recommending new resources and training. Observing pupils in class to help make essential adjustments as needed. Teaching groups of learners as and when needed.
- Ensuring that vulnerable pupils, who may have over-lapping needs, are supported accordingly via relevant positive support strategies. For example, pupils with Autism to have access to the Working Together Team support strategies, to the school led Positive Sensory assessment, use of BOXALL profiling, BOSS support and Healthy Minds, etc, as and if needed.
- Ensuring that Young Carers are supported and that their voice is also heard, that they know of the resources and clubs in school to support them, and that they can approach the 'Operational Lead'/Nicky Olsen and the SENTA/Sue Bowes for more information/support linked to Young Carers.
- Liaising with parents and outside agencies, keeping them 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 support coffee mornings and drop-in appointments as needed to have access to the information support strategies available to help their child. Further information is shared via Parent mail and can be accessed online.
- Monitoring progress and tracking assessments, including PIVATS, M.A.P.P and The Engagement Model; accessing 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 the outcomes set.
- Being the Designated Teacher to support Looked-After and previously Looked-After Children (LAC) and their families.
- Leading the 'Festival of Friends' project, Cranwell being a 'network school', supporting local schools to complete the 'Thriving Lives Project' which assesses how we support pupils from Military Families. An online self help page has been developed for children and parents from military families with resources to support transition and deployment.
- Meeting external agencies and working with their recommendations, using this evidence to enhance teaching in class.
- Co-ordinating and supporting transition of pupils moving through phases of their education.
- Completing Educational Health Care assessments (EHCA's) as necessary and leading Annual Reviews in accordance with their EHCPs; Supporting this system as children with additional needs from forces families transition from different parts of the United Kingdom to Lincolnshire.

- Completing Early Help Assessments and be a Lead Professional as and when needed for any vulnerable pupils; Leading TAC meetings and arranging multiagency meetings.
- Working closely with the SEND Governor, developing Governor training and an annual SEND Report to share with Governors and parents.
- Self-evaluating the role of SENCO and the procedures as set out in the Policy to continually enhance professional development.
- Arranging training for the Teaching Teams to support their Professional Development so that they are confident in supporting children with additional needs.

Teachers work towards the school's aims by working with the SENCO and:

- Having high expectations for pupils with SEND and delivering differentiated 'Quality First Teaching' for all.
- Making essential 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.
- Developing strategies to support pupils with additional needs by adapting their classroom and teaching styles according to need and by creating positive learning spaces, e.g., developing personalised workstations, sensory areas/boxes in class.
- Assessing their class's achievements and setting targets alongside Rising Star assessments. Using Individual Educational Support Plans alongside these targets if applicable.
- Working with Teaching Assistants in developing and leading interventions that aid learning through their successful implementation.
- Working with recommendations from external agencies, e.g. The Educational Psychologist, The Working Together Team, The Behaviour Outreach Support Service, and developing support accordingly.
- Attending 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, using their A4 profiles in class, and knowing how they can achieve their goals; being 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, 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 with support to understand how to fulfil them. Meeting with the SENCO and the teaching teams during assess/plan/do/review meetings and sharing their views.
- Celebrating their successes and showcasing 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.
- Liaising with Teachers and SENCO to give feedback and help assess interventions to record progress and outcomes, using this assessment to feed into reviews, including EHCP Annual Reviews.
- Using their strengths to aid others' professional development, e.g. Makaton Lead to share training with other teaching teams.
- Using emotional coaching with the pupils, supporting pastoral, 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 punctually, regularly and in good health.
- Offering encouragement and praise when discussing their child's targets.
- Ensuring early contact with the school to discuss matters affecting their child's happiness, progress and emotional development.

- Taking an active interest in children's learning by supporting in class where appropriate, giving due importance to homework, listening to them read, and assisting with the learning of times tables.
- Allowing children to take increasing personal and social responsibility as they progress through the school, promoting their independence.
- Attending SENCO meetings/training led by the school as they feel necessary.

Admissions of pupils with Special Educational Needs and Disabilities (see also 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 refer to the Admissions policy to gain knowledge of how parents may apply for admission to 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/any Special Educational Need or Disability that they may have plays no part in the admissions policy of this school, as long as within the LCC 'consultation' stage the school feel they can support the child's needs; this is also reviewed within the child's Educational Health Care Plan (EHCP) Annual Review.
- Allocating school places for pupils with an EHCP before they allocate other places as a part of the normal admission process in accordance with the Special Educational Needs Code of Practice 2015.
- Discussing SEND pupils with previous schools, parents and other professionals during the transition phase in order to meet the best interests of the child and, where possible, implement strategies before a child is admitted. Transition visits are encouraged and communication with the previous school is important to share what is working well for the pupil, and to find out each child's previous curriculum experience in order to help plan future targets.
- Making every effort to provide necessary adaptations within the constraints of the school's funding arrangements.

Allocation of Resources

- The school receives notional SEND funding from which Cranwell Primary is 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.
- The Pupil premium is 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

- Cranwell 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 the 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 is shared on the SEND board in the Staffroom.
- Other Teachers and Teaching Assistants attend SEND courses which link to their strengths or interests, have a particular bearing on children they are supporting, and link to audit Teaching Teams strengths.
- Staff Meetings are held periodically to address SEND issues and training also takes place within this time.

- The SENCO will co-ordinate this support of 'Outreach' Support as and when is necessary.

Use of Outside Agencies

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

- External agencies linked to the Early Help process; Team around the Child (TAC)/Early Help Support, e.g. Early Help Workers; Early Support Co-ordination (ESCO) e.g. Designated Key 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 and SEND Case workers within the NKS teams.
- Outreach Services, e.g. The Working Together Team (WTT) and the 'Physical Disability Outreach Service.'
- BOSS (Behaviour Support teams). The school adheres to Lincolnshire Ladder of Behaviour Intervention.
- Sensory Impaired Service (SEST).
- Primary Mental Health Care (CAMHS) including 'Healthy Minds.'
- Children's Education Advisory Service (CEAS) and SSAFA to support Military Families.
- Educational Psychologists and SEND Specialists.

Assess/Plan/Do/Review (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; 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 is initiated.
- Proactive intervention when there is a perceived change in a child's behaviour, rather than waiting until there is a clear cause for concern.
- 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.
- Conduct 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 regarding specific children. The support and advice of colleagues, parents and pupil is valued by all Teachers at all stages.
- Where an IESP is in place, 3 assess/plan/do/review meetings are held per 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 SENCO acts as Lead Professional (LP) for Cranwell Primary school.
- Meetings are 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 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 child's set plan. The worry goals are reviewed every 6-8 weeks and copies of the plan are distributed accordingly.

The Whole School contributes to providing Curriculum Access and Integration by:

- Teaching pupils primarily in mainstream classes to aid inclusion.
- Ensuring that pupils with SEND join in 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., after school clubs, and school Residential Trips.
- Encouraging early emotional and pastoral care, to support worries quickly and in a timely manner.
- Adapting teaching styles to accommodate a pupil's learning style and need.
- Using ICT or mechanical aids to support learning, e.g. Clicker 7/iPads.
- Adapting the material presented to a group within the class and using multisensory ways of learning as and when needed.
- Creating and assessing an Individual Education Support Plan (IESP) which breaks learning down into manageable steps for a particular child.
- Adapting support as needed, including periodic withdrawal (either individually or as part of a group) and following the interventions noted on the whole school provision map.
- Building relationships with pupils to support behaviour as a form of communication. Developing 'risk assessments' aimed at supporting behaviour, to be shared with all staff and used as necessary. It must be remembered that pupils with additional needs may show their thoughts and feelings in different ways. 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 with access to the Healthy Minds Team as needed.

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 works together to support pupils with additional needs, making essential 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 utilising planned transitions.
- No child is exempt from the National Curriculum, however, a 'bespoke' curriculum can be adapted, with the use of semi-formal curriculums when needed and in line with external agencies recommendations.
- Provision Maps, outcomes and progress mapping are used to assess Wave 3 interventions.
- Regular IESP/Assess/Plan/Do review meetings are held 3 times a year to evaluate personal success (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 if needed.
- Assessment Co-ordinators and SEND team meet regularly to assess progress and outcomes for all pupil and monitor access arrangements linked to normal classroom practice.

Partnership with Parents

- Parents are made 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.
- Parents are informed immediately when a child is referred as a cause for concern and offered an opportunity for discussion and exchange of information.
- Consultations between the teacher, pupil, and parent/carer are undertaken to discuss the child's needs. The strategies to be used in school to address these needs will be shared alongside suggestions for parental support, with regular update and review meetings.
- Provision of helpful literature to clarify understanding of the procedures.
- Consultation with all parents of children with SEND when either the school or the parents 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. Also, CEAS enables service parents to register a child with additional needs or with a medical need that may impact on their education. SSAFA further support Military Families and work together with the school and parents.
- Ensuring smooth transition to KS3 following discussions with the receiving school, passing and clarifying 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.