

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 /2015 have been taken into consideration in the formulation of this Policy. It was developed through a process of consultation between members of the School community, including teaching and non-teaching Staff, Governors and LA recommendations.

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 Safeguarding Policy, Cranwell Inclusion Policy, The Equality Act 2010, Working Together to Safeguard Children/updated Feb '18 and Keeping Children Safe in Education/ updated April'18.

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

Our aims for SEND are to:

- Identify early specific needs of individuals through a graduated response to their needs and support their diverse learning needs.
- Have high aspirations for all pupils, setting a positive learning ethos throughout the School, making sure of inclusion for all pupils.
- Gain the 'voice of the child' to ensure that all are aware of each pupils strengths and difficulties.
- Give emotional/ pastoral support to any pupil that requires this intervention, including trauma and parents working away or abroad.
- Make the Curriculum accessible to all pupils through recognising the need for differentiation and employing a range of teaching styles.
- Making 'reasonable adjustments' as and when needed, overcoming potential barriers to learning.
- 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.
- Communicate and work together, making sure that all Staff are aware of specific interventions that take place, including wave 2/wave 3 and 1:1 interventions.
- Be aware of the Whole School provision mapping for each pupil.

Principles

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 a differentiated Curriculum, which also provides enrichment and extension.

Responsibilities

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

- Helping in the development of the Policy.
- 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).
- 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.

The management team work towards the School's aims by:

- Determining the School's general Policy and approach.
- Taking responsibility for implementing this SEND Policy through widespread consultation.
- Monitoring and evaluating the success of the Policy and ensuring that necessary revisions are undertaken.

- Establishing appropriate Staffing and funding arrangements.
- Informing parents, via the Governors' Annual Report in July about the success of the Policy, any significant changes to it, resource allocation and consultation 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 SENDCo
- Working closely with the SENDCo to discuss and co-ordinate provision.

In line with the SEN Code of Practice 2015, The Special Education Needs and Disabilities Co-ordinator(SENDCo) 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.
- Self-evaluating the role of SENDCo and the procedures as set out in the Policy and to continually enhance professional development.
- 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.
- Regulate the effectiveness of the interventions supporting pupils with additional needs.
- Supporting teaching teams in offering First Quality teaching for all pupils. To offer further strategies to support vulnerable learners. Also to recommend new resources 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 PIVATS.
- Assessing individual needs by including the use of testing.
- Being responsible for overseeing the delivery of the programmes by the SEN TA 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 SENDCo, ensuring that parents gain support as and when needed.
- To work closely with the SEND Governor and develop a SEND Report annually to share with Governors and parents.

The SENDCO is Mrs Olsen. This Teacher fulfils the responsibilities as SENDCo after consultation with the SEN TA, Teaching Staff, Head and Governing Body.

Teachers work towards the School's aims by:

- Having high expectations for pupils with SEND and delivering differentiated 'First Quality' Teaching for all.
- Assessing their class's achievements and setting their targets, alongside Assertive Mentoring targets.
- Working with TAs in developing interventions that aid learning through their successful teaching.
- Leading further interventions used in class.
- Working closely with pupils, parents and SENDCo when discussing progress and outcomes.
- Attend assess/plan/ do/ review meetings.
- Making reasonable adjustments for pupils with SEND as and when needed.

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.

Teaching Assistants work towards the School's aims by:

- Working with individuals and small groups.
- Helping to prepare materials and resources.
- 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 SENDCo, three times a year.
- 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.

Procedures:

Co-ordinating Educational Provision

This includes the provision of non-contact time to enable the SENDCo to liaise with other Staff on weekly basis, if required, and to liaise with the relevant support agencies.

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 SENDCo 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 SENDCo 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 SENDCo 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.

Use of Outside Facilities

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

- Child Guidance/ Early Help Team /ESCO
- Speech and Language Therapy
- 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)
- Children's Education Advisory Service(CEAS)
- Educational Psychologist

Assess/ Plan/ Do/ Review (Please see the SEND Information Report for full guidelines .)

- Early identification of Special Educational Needs is beneficial. Observations and clear communication between Teacher/ Pupil/ Parent/SENDCo 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. A 'lack of maturity' is never used as an excuse for inaction.
- 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 SENDCo 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 SENDCo 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
- 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 targets are reviewed every 6-8 weeks.

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 in their 'active learning.'
- Pupils are able to access, where possible, trips and the schools 4 day residential trip
- 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.'
- Assessment Co-ordinator and SENDCo meet regularly to assess progress and outcomes for all pupils.
- 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 SENDCo.
- 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, SENDCo, 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 SENDCo 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 SENDCo 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 schools website. The school is committed to inclusion and equal opportunities. This policy will be reviewed annually or sooner if need be.