



Crays Hill
Primary *School*



BERLESDUNA
ACADEMY TRUST

SEND Policy

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POLICY FOR IDENTIFYING AND PROVIDING FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

May 2020

GUIDING PRINCIPLES

At Crays Hill, we believe that all our pupils have the right to an education, which is appropriate to them as individuals. We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible. At Crays Hill, we believe in key important principles for education.

Our Beliefs

- Responding to pupils' diverse learning needs

We take into account the different backgrounds, experiences, interests, strengths and learning styles which influence the way in which pupils learn when we plan our approaches to teaching and learning

- Overcoming potential barriers to learning and assessment for individuals and groups of pupils

We recognize that a minority of pupils will have particular learning and assessment requirements that will create barriers to learning if we do not address them through special arrangements.

- Setting suitable learning challenges

We aim to give every pupil the opportunity to experience success in learning and to achieve as high a standard as possible

In making provision for pupils with special educational needs and disabilities, our policy objectives are:

- to ensure that our duties, as set out in the Equality Act 2010, are fully met to enable pupils with special educational needs and disabilities to join in the normal activities of the school along with pupils who do not have special educational needs;
- to ensure the school has an Accessibility Plan in line with statutory guidelines.
- to ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their needs;
- to identify the needs of pupils with disabilities and/or special educational needs (SEND), as specified in the Code of Practice 2014, as early as possible;
- to provide a step by step approach in order to match the education we provide to pupils' needs;
- to develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- to consider the wishes of the pupils concerned and, involve them in decision making in order to provide a more effective education for them;
- to make reasonable adjustments so that children and young people with disabilities can access the whole school curriculum including school trips and out of school hours activities and learning;
- to ensure effective cooperation with Local Authority (LA) services, health services and social care in order to make sure there is the correct action for pupils with special educational needs and disabilities;
- to ensure that all staff are aware of their responsibilities towards children and young people with special educational needs and that they are able to carry out those responsibilities;
- to carry out the above promptly and with sensitivity in order to avoid delay or further disadvantage to the children and young people we are seeking to help.

ROLES AND RESPONSIBILITIES

In attempting to achieve the above objectives, the Governors, Head Teacher, SENCO and all staff will take all reasonable steps within the limit of the resources available to fulfill the requirements outlined in this policy document.

Governors will fulfill their statutory duties towards pupils with special educational needs as prescribed in sections 66 to 69 of the Children and Families Act 2014. In order to do this, they will develop and monitor the school's SEND policy and Accessibility Plan and ensure provision is an integral part of the school development plan. All governors, with the SEND governor or committee of governors taking the lead, will be knowledgeable about the school's SEND provision, including how funding, equipment and personnel are deployed. The governors will monitor the quality of SEND provision and ensure all staff members are appropriately trained and qualified

The Head Teacher has overall responsibility for the day to day management of SEND provision and the Accessibility Plan. The Head Teacher will work closely with the school's SEND coordinator (SENCO) and will keep the governing body fully informed about the working of this policy, taking account of the requirements listed by OFSTED in the Handbook for the Inspection of Schools. The Head Teacher will encourage all members of staff to participate in training to help them to meet the objectives of this policy including that the SENCO achieves the statutory requirements for the performance of their duties.

The Special Educational Needs Co-coordinator (SENCO): Claire Winch

The SENCO has to be a qualified teacher and meet the statutory standards for practice including those necessary to ensure full accreditation. The SENCO will be responsible for the day to day operation of this policy that include the following:

- Coordinating provision for pupils with SEND by working closely with staff, parents/carers and other agencies.
- Providing professional guidance to colleagues with the aim of securing high quality teaching.
- Monitoring the quality of teaching and standards of pupils' achievement.
- Setting targets for improvement.
- Collaborating with curriculum coordinators to ensure learning for all children is given equal priority.
- Ensuring that proper records are kept.
- Contributing to the in-service training of staff.
- Using available resources to maximum effect.

All staff should be fully aware of the contents of this policy and, in particular, of the procedures described below. Appropriate in-service training will be made available.

The Responsible Person(s)

NAME(s): Hayley Dyer (Headteacher), Claire Winch (SENCO)

The school has informed the Local Authority that, when the Local Authority conclude that a pupil at the school requires an **Education, Health and Care Plan**, they should inform both the responsible persons named above who will then ensure that whoever teaches the pupil knows about his/her special educational needs or disabilities.

ADMISSIONS

The school aims to meet the needs of any pupil that a parent wishes to register at the school as long as a place is available and the admission criteria are fulfilled. This includes pupils with disabilities who we anticipate might attend. The currently agreed admissions policy of the Governors makes no distinction with regard to pupils who have SEND. No pupil can be refused admission solely on the grounds that s/he has SEND except where the pupil is the subject of an Education, Health and Care Plan under the Children and Families Act 2014 and the Local Authority has indicated that the provision required is incompatible with that available at our school.

Where a pupil due for admission is known to have special educational needs the SENCO will gather appropriate information from any school the pupil has been attending and from other agencies known to have been involved. The 'donating' school is responsible for providing this information.

Special Facilities

Ramp access to one classroom.

Access to adapted toilet/changing facility.

Specialist equipment to meet current individual needs

RESOURCES

When the governing body approves the school's budget, consideration will be given to the resources allocated to meeting special educational needs. The annual report to parents will include this information. The Head Teacher will manage the allocated funds and will ensure that the best use is made of these resources through individual child provision mapping. It is now a mandatory requirement that schools fund up to the first £6,000 of any SEND support required by a young person.

Stages of Intervention and Provision

In school, the class teacher is usually the first person to identify a learning issue. Teachers use on-going assessment to identify specific needs and aim to address these learning needs through adjustment of 'high quality teaching' methods. This may include:

- varying teaching according to learning styles and using multi-sensory approaches,
- differentiation of task,
- use intervention strategies,
- providing in-class individual and group support, using Support Staff where necessary.

Pupils falling just below national expectations will usually benefit from catch-up programmes, at which point, the school SENCO and possibly the Literacy & Math's Coordinators will become involved. When a pupil is consistently and significantly falling behind normal expectations and methods that the Class Teacher is using or catch-up programmes are not working, pupils will be receive '**SEND Support**' where further, more personalised interventions will be planned and implemented by SEND/Support staff. Wider professional support may be necessary for pupils with social, emotional and behavioural difficulties.

SEND Support

This follows an ASSESS, PLAN, DO, REVIEW model of graduated intervention.

An important feature of SEND Support is the collection and consideration of all known information about the pupil. Those in regular daily contact with the pupil should attempt to deal with the concerns raised. When a teacher or the SENCO identifies a pupil with special educational needs they will provide interventions ADDITIONAL TO and/or DIFFERENT FROM those provided as part of the school's usual differentiated curriculum. **The Schools Inclusion Partner will also be consulted for advice and support with regards to the needs of specific child.**

The triggers for intervention will be concerns about the individual pupil who, despite receiving differentiated learning opportunities:

- makes little or no progress
- shows signs of difficulty in developing literacy and numeracy skills that result in significantly poor attainment in line with national guidance.
- persistent emotional difficulties which continue despite management techniques generally used in the school.
- has significant sensory or physical problems that impact on their ability to learn
- has communication and/or relationship difficulties which continue despite differentiated approaches to the curriculum

The parents/carers of the pupil will be informed as soon as concerns emerge and will be consulted with by appropriate staff in order to gain any additional information. The views of the pupil themselves will be sought. When necessary or if requested by parents, support will be initiated by the school helping parents to make links with outside agencies.

The SENCO will undertake further assessment of the pupil as appropriate and may use outside specialists to enhance the provision being made.

The SENCO will facilitate the collection of all available information about the pupil, including progress tracking information.

The SENCO will take the lead in planning future support for the pupil, monitoring and reviewing the action taken.

The pupil's teacher will be responsible for working with the pupil on a daily basis and for planning and delivering high quality teaching to the individual.

The SENCO will co-ordinate the administration of targets through One Planning to support the individual within class in discussion with appropriate staff, the child or young person and parents.

The Childs targets and outcomes will be discussed with the pupil and parents.

The targets will be reviewed on a termly basis.

The pupil and parents will take part in the review process and will be involved in setting further targets. Subsequent Targets will reflect strategies to meet their needs and show a graduated response to those needs.

A request by the school, for additional advice from external services may be made at this stage. It is anticipated the decision to seek further advice will be taken by the SENCO in consultation with teaching staff, parents and pupil.

Specialist assessment arrangements may need to be made and the Educational Psychology Service involved at this time.

Progress may be such that the pupil is no longer giving cause for concern and can revert to being subject to the usual differentiated curriculum available to all pupils.

If the pupil or young person:

- continues to make little or no progress in specific areas over a long period of time
- continues working at National Curriculum levels substantially below that expected of pupils of a similar age
- continues to have difficulty in developing literacy and numeracy skills
- has emotional difficulties, which substantially and regularly interfere with their learning, or that of the class, despite having an individualised management programme
- has sensory and/ or physical needs, and requires additional specialist equipment, and/or regular advisory visits from an outside agency
- has ongoing communication or relationship difficulties, which impedes social development and acts as a barrier to learning
- is receiving at least £6000 of support and any pupil premium to which they are entitled, then a Statutory Assessment may be sought from the Local Authority as the child potentially has a complex Special Educational Need or a Disability and an Education Health Care Plan Needs Assessment will be begin.

School Request for a Statutory Assessment for an Education, Health and Care Plan (EHC)

The SENCO will again take a leading role and will provide information including:

- the school's action through Assess, Plan, Do, Review cycles
- individual progress plans for the pupil
- records of regular reviews for at least a twelve-month period
- an individual provision map
- the pupil's health, including a medical history where relevant
- tracking of progress
- attainments in literacy and numeracy
- educational assessments from an advisory specialist support teacher or educational psychologist
- views of the parent and child
- involvement of other professionals
- involvement of the social services or education welfare services
- pupil attendance details
- recent hearing and vision checks

Where there is agreement to proceed, the LA will take the lead in assessing and determining the provision that must be made to meet the pupil's special educational needs. The school's role here is to continue to support the pupil and this remains the case if the LA decides not to draw up an **Education, Health and Care Plan** following an assessment.

The Education, Health and Care Plan

If the LA does draw up an Education, Health and Care Plan then the school's role is as follows.

The Head Teacher/SENCO will implement the recommendations

Short-term targets will be set and reviewed at least three times a year. The strategies to meet those targets will record only that which is ADDITIONAL TO and/or DIFFERENT FROM the differentiated curriculum.

Progress will be formally reviewed by holding an Annual Review meeting.

The SENCO will seek:

- written advice from parents and professionals
- ascertain the views of the pupil
- convene the review meeting
- prepare a review report for the LA

Those to be invited before the meeting are:

- the pupil's parent/carer
- relevant teacher/s and TA/s
- representative of the LA
- the pupil
- where appropriate, representatives of health and social services, other professionals closely involved and, in the year of transfer to further education, SENCO or representatives from colleges/sixth form colleges etc.

The review report will be copied to parents, LA and other relevant professionals no later than 10 days after the meeting or at the end of term, whichever is the earliest.

The Annual Review in Years Five and Six

The annual review in Year Five should be held no later than the end of the Spring Term. The review should suggest amendments to the pupil's Education, Health and Care Plan if required. The Plan once amended will be used to inform the consultation for secondary schools in the following Autumn Term. Following this review planning for the transfer to secondary school will be undertaken. Part of this process will be arranging the Year Six annual review in the Spring Term or as early as possible thereafter, to which the SENCO or their representative from the receiving secondary review will be invited. This must be a person-centred review and a one-page profile written to go with the pupil to secondary school.

INCLUSION

We are fully committed to the principle of inclusion and the good practice, which makes it possible. Our policy, as set out in this document, will enable pupils with SEN to be an integral part of our school community.

Regardless of the stage pupils have reached all pupils will be given full access to the full range of activities the school has to offer. This will be achieved by careful consideration of the needs of each pupil and by either modifying activities or by providing support that will help the pupil to participate in them.

ENHANCED PROVISION

As part of Crays Hill Primary Schools approach to ensure all learners receive the best outcomes an internal Enhanced Provision has been created. This is to meet the needs of our learners that have an EHCP in place. The SENCO has responsibly of planning sessions that meet the specific outcomes that are stated for each child within their EHCP.

INVOLVING PUPILS AND PARENTS/CARERS

The views of parents will be sought at all stages of assessment and provision.

The views of the pupil will be ascertained and the pupil will be directly involved in the process. All communication involving decisions about a pupil will be recorded and dated. Letters to parents regarding decisions about their child will have a section to be signed and returned.

Staff will try to get to know the parents of pupils with SEND and will encourage them to work with the school in helping their child. Parents and teachers can, by working together, build up a more complete picture of a pupil and his/her needs. We intend that parents will feel able to ask about our provision and express their concerns to us. In return we will seek their help regarding work that they can do with their child at home.

We will seek to involve all parents and those who have parental responsibility in decisions about their child or young person, while appreciating sensitivities that may arise.

PARENT PARTNERSHIP SERVICES

The LA has provided impartial information and advice on SEND matters to the parents/carers of pupils with special educational needs and disabilities. The overall aim of the service is to empower parents to play an active and informed role in their child's education. They provide a range of useful information leaflets, which are available directly from the service on their website.

<http://www.essexlocaloffer.org.uk>

LEAVING SCHOOL

When a pupil leaves the school, the SENCO will forward relevant information about the pupil's needs to the next placement. Where a pupil is moving to another local school or college this will be achieved, wherever possible, by inviting a representative to the last review meeting that is held under the staged procedures described above. We maintain good links with the schools and colleges who receive our pupils.

WORKING WITH OUTSIDE AGENCIES

The Head Teacher, or a person nominated by the Head Teacher, which could be the SENCO, will oversee and liaise with Health Services, Social Care and other relevant professionals working with pupils in the school.

Health Care planning will follow the protocol agreed by Health and Education. The Head Teacher, or nominated person, will ensure that staff have relevant training and there are procedures in place to support pupils.

COMPLAINTS

If you have any complaint about the special educational provision we make for your pupil please speak to the Head Teacher or to a member of the governing body. If you speak to a governor s/he will, in the first instance, refer the matter to the Head Teacher. The Head Teacher will investigate and will contact you within 5 school days. If s/he has not resolved the matter to your satisfaction it will be referred to the special needs governor who will consider the complaint at their next meeting and will contact you within 5 school days from the date of that meeting.

MONITORING AND EVALUATION

The Governors ensure that SEND provision is an integral part of the school development plan and will evaluate the effectiveness and success of this policy in the light of the policy objectives detailed under the heading "Guiding Principles". In order to achieve this, Governors will monitor:

- The standards and progress made by pupils with special educational needs and disabilities.
- The number of pupils at SEND Support and those with Education, Health and Care Plans in each year group.
- The movement of pupils on SEND Support and Education, Health and Care Plans across the categories as recorded on the school's provision map.
- The level and pattern of help provided at each stage (i.e. average time allocated and the balance of in-class and withdrawal help) as evidenced in the provision map.
- Case examples selected from all stages of pupils with special educational needs especially those who are Children in Care.
- The views of parents expressed on stage forms and any complaints received.
- The extent to which pupils' views are reflected on their Annual Review forms.
- Details of visits by specialist teachers, educational psychologists and other agencies.
- Staff views on in-service training opportunities and the training opportunities available.

SEN INFORMATION REPORT

The school will publish an annual report on SEND on its website containing the information required by the Special Educational Needs (Information) Regulations 2015. This will include information on where the Essex County Council SEND Local Offer can be found.

REVIEW OF POLICY

All policies will be monitored and amended as appropriate every year but all policies will be fully reviewed and updated every three years.

