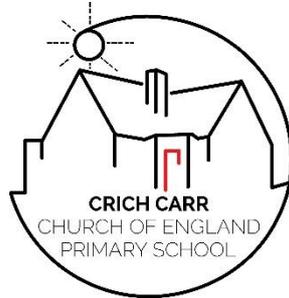


Crich Carr Church of England Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY

Policy number 39

	Date	Minute No.	Next Review date
Approved by Governors	September 2021	1712	September 2022
Approved by Governors			

To be reviewed: Annually

Nominated Governors responsible for review: Safeguarding Committee

Crich Carr Church of England Primary School believes that all children are entitled to have their individual needs appropriately supported in order to participate fully from nursery to Year 6.

We are committed to providing inclusive education. We value diversity and seek to support each child, their family and carers in order for them to reach their full potential.

Every teacher and member of staff is committed to every child including those with SEND.

The SEND policy complies with the 2014 Children and Families Act; the SEN Code of Practice and the Equality Act 2010. It is specifically linked to our Child Protection and Safeguarding, Accessibility, Supporting children in school with medical conditions, Equality, Behaviour and discipline, Anti-bullying and Curriculum policies.

This policy will be reviewed on an annual basis by the SENCO, in partnership with the governing body, keeping up to date with current legislation or guidance on managing any developments.

Name and Contact Details of the SEND Co-ordinator

The SENCO at Crich Carr Church of England Primary School is Mrs Holmes, the Headteacher.

She is supported in this role by Julie Kirk, the Headteacher and SENCO from Crich Church of England Infant School.

Mrs Holmes is available on 01773 852070 or headteacher@crichcarr.derbyshire.sch.uk.

The named governor for SEND is John Moffat who can be contacted through school.

Aim

At Crich Carr Church of England Primary School we wish to raise the aspirations of and expectations for all pupils, including those with SEND, providing a focus on the impact for children, not just the hours of provision/support provided.

Objectives:

- To identify and overcome, at the earliest possible opportunity, barriers to learning and participation for pupils with SEND.
- To ensure that every child experiences success in their learning and achieves their full potential.
- To enable all children to participate in an accessible, broad and balanced curriculum which is appropriately differentiated.
- To value and encourage the contribution of all children to the broader life of the school.
- To work in partnership with parents/carers, acknowledging their importance and depth of knowledge about their child.
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND.
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils.
- To ensure that all staff have access to Continuing Professional Development and advice to support quality teaching and learning and support for all pupils.

Defining SEN.

The 2014 Code of Practice says that:

‘A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.’

There are four broad categories of SEN:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Physical and Sensory.

Behaviour issues do not necessarily mean a child has SEN and does not automatically lead to a child being registered as having SEN.

The following are not considered to be SEN, but they may impact on progress and attainment;

- Disability (if reasonable adjustments can be made)
- Attendance and punctuality
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium funding
- Being a looked after child
- Being a child of serviceman/woman
- Being identified as a 'vulnerable child'
- Bereavement

When concerns are raised by parents, staff, through concern meetings, observation or assessment we use a graduated approach to action and intervention.

A Graduated Approach to SEN Support

All children are treated as individuals and the teachers, alongside other staff, plan an appropriate differentiated curriculum to ensure high quality teaching and learning with effective support and resources. Pupils are assessed using entry assessments, observations, well-being and involvement levels, EYFS profiles. Where a child appears not to be making progress either generally or in a specific aspect of learning, then the teacher will take steps to provide different opportunities or alternative approaches to be used, such as;

- Small groups
- Individual 1-1 support
- Differentiated teaching methods
- Breaking down skills into smaller, attainable steps
- Targeted interventions

The teachers are responsible and accountable for the progress and development of all children in school. High quality teaching is the first step in responding to children who have or may have SEN. Staff will consult the SENCO as needed for support and advice.

Parents are kept informed of every stage of their child's development and are encouraged to share information with us. If a child is being monitored it does not mean they are automatically on the school's SEN register. Parent consultations are used to monitor and assess progress made by all children.

SEN Support

Where it is determined that a pupil does have SEN, it will be discussed with parents and the child will be added to the SEN register.

Working with Parents and Children

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at parents' meetings or during informal meetings which are held to discuss their child's progress.

Once a child has been identified as having SEN, the class teacher will invite the parents/carers to a meeting to:

- Formally let them know that their child is being placed at SEN Support.
- Discuss the results of assessments that have been completed.
- Agree a plan and provision for the next term.

This is part of the graduated approach cycle of 'Assess, Plan, Do, Review' as required in the Code of Practice.

Depending on the appropriateness, the child may be invited to attend all or part of the meeting.

Records are kept of these meetings and copies are available for parents.

Thereafter, parents and children are invited to a meeting three times a year to review progress made; set targets and agree provision for the next term.

Paperwork for children at SEN Support (SENS).

Once a child has been identified as needing SEN support the following paperwork is completed:

Annually, a one-page-plan is used to record the child's strengths and interests, what they enjoy about school, what they find hard and what helps them to achieve. This is usually completed with the child and parent and acts as a guide to support planned meetings. The information may be updated during the year.

Termly, at Progress Meetings, progress is reviewed and views recorded. The plan records specifics and outcomes for the child to achieve, together with the personalised provision that is put in place to enable the child to achieve set targets.

Moving to an EHCP (Education, Health and Care Plan).

If a child fails to make progress, in spite of high quality, targeted support at SENS, staff from Crich Carr C of E Primary School may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The special educational needs of a child cannot reasonably be provided for with resources normally available to children within the mainstream setting.
- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's achievements are so far below their peers that we think it likely that the child may at some point benefit from special school provision.
- There are a number of professionals involved with the child and it is important to formalise a shared vision.
- The child is 'Looked After'; has specific learning needs and is therefore additionally vulnerable.

Children, who we think will manage in mainstream schools, albeit with support, are less often assessed for EHC Plans. Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not mean that a child needs an EHC Plan.

If the application for an EHC Plan is successful, a member of the Local Authority will call a meeting for parents, the child and the school together with any health or social care professionals who are involved with the family. The meeting will record the child's strengths, their wishes and aspirations as well as the barriers they face. Following the meeting, the Local Authority will produce the EHC

Plan which will record the decisions made at the meeting and state the desired outcomes.

Teaching and Learning

We believe that all children learn best with the rest of their class. Our aim is for all children to be working independently within the classroom setting. In addition to quality teaching and identified needs and targets, the pupils have access to support programmes of intervention which are reviewed half termly.

Role of the Learning Support Assistant

When allocating additional LSA (Learning Support Assistant) support to children, our focus is on outcomes: we aim to put in sufficient support to enable the child to reach their challenging targets without developing a learned dependence on an adult.

All staff at Crich Carr C of E Primary School have the opportunity to access further training in order to better deliver interventions, thus achieving the best of outcomes for all children.

The school has a range of interventions available. When considering an intervention, we look first at the child's profile of learning in order that we can select the intervention which is best matched to their needs.

Targets for children at SENS (Special Educational Needs support) are deliberately challenging as aiming to close the attainment gap between the children and their peers. Interventions are often crucial in closing these gaps, so are monitored closely by both the class teacher, who monitors progress towards the targets during the intervention, and by the whole staff through Progress Meetings.

Interventions are planned for a time specific period. At the end of each block, children's progress towards their targets is assessed and recorded. A decision is then made as to whether to continue the intervention, to change to a new intervention, or to allow the child to demonstrate their transfer of skills within the whole class environment.

All teaching staff monitor interventions to evaluate their effectiveness through Pupil Progress Reviews.

Adaptations to the Curriculum, Teaching and Learning Environment

Crich Carr C of E Primary School is a Victorian building with both internal and external steps which can pose some practical difficulties. Possible adaptations to the physical environment would be made, as appropriate, to accommodate children with additional needs.

All of our classrooms are inclusion friendly; we aim to teach in a way that will support all children with all of our pupils being taught to be accepting and inclusive. This is a strength of our school.

All of our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas.

As part of normal class differentiation, curriculum content and ideas can be simplified and made more accessible by scaffolding of work and using pictorial and concrete resources. In order to challenge and extend, less support may be given and a more abstract presentation of work may be used. Where appropriate children may complete work on objectives from other year groups and complete extension tasks.

Access to Extra-Curricular Activities

All of our children have equal access to Breakfast and After School Clubs which develop engagement with the wider curriculum. Where necessary adaptations are made to meet the physical and learning needs of our children. Class trips are part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

Staff Expertise

All staff have access to advice, information, resources and training to enable them to teach and support all children effectively. We offer training opportunities through access to in-house and external training with provision of books and guidance towards useful websites and other materials.

We have good links with a range of external agencies with specific areas of expertise and we utilise these services when necessary. The school is able to access or buy-in additional expertise from the Local Authority, where appropriate.

The school is part of the Anthony Gell Cluster. Staff from all involved schools liaise and provide each other with advice, support, areas of expertise and resources. We have a cluster Family Support Worker who offers additional support and works with families identified as requiring Early help interventions.

Children with Social, Emotional and Mental Health Needs

Crich Carr C of E Primary School is a Forest School where, with a combination of freedom and responsibility, the aim for those children with little confidence and emotional difficulties is to encourage independence, self-esteem and a positive attitude towards learning.

If parents and school are concerned that the child may have mental health needs, parents can ask their GP or school for a referral to the Children and Adolescent Mental Health Service (CAMHS) or other specialist.

If the child is felt to have long-term social, emotional or mental health needs, for example with anger management, the school offers a range of social skills interventions. These interventions are delivered by either the SENCO or the Family support worker, who develop good, trusting relationships with the children. Advice from staff based within external agencies is sought, as necessary.

All children's behaviour is responded to consistently in line with our Behaviour Policy; reasonable adjustments are made to accommodate individual needs.

The school has a zero-tolerance approach to bullying. Staff, with support from COGS Special Needs

Forum, as relevant, will actively investigate any allegations and, if there is cause, support will be planned for both the bully and the victim to improve their social interactions and skills.

Transition Arrangements

We understand how difficult it can be for some children and parents as they move into a new class or school.

We plan according to the individual needs of the child to make transition between classes and settings as smooth as possible. This may include, for example:

- Meetings with staff from previous educational settings.
- Additional meetings for the parents and child with the new teacher and additional staff.
- Additional visits to the classroom environment/school.

- Provision of additional time for children in small groups and on a 1:1 basis so that they are able to express and address their concerns.
- Taster Days for children who are starting in our Nursery provision, or who transfer to Crich Carr mid-phase.
 - Home visits for new starters to the school.

Enhanced transition arrangements are tailored to meet individual needs. We have strong links with our feeder secondary school, Anthony Gell, through the termly Cluster Meetings.

There is a transition programme in place for the summer term of Year 6 but, in addition, there are also events that take place with the secondary school for children across their primary phase. Opportunities are organised which enable teachers and pupils from Anthony Gell School to work with our children when completing different projects. Additional secondary schools within the area are supportive of transition and successful links are forged for the pupils.

Governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice 2014.

The Governor with particular responsibility for SEND is John Moffat. He meets with the SENCO at least once every term to discuss actions taken by the school.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Any complaint is taken seriously and heard through the school's Complaints Policy and Procedure.

The Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 years, across Education, Health and Social Care.

Information regarding all aspects of provision and Derbyshire's Local Offer is available from the website www.derbyshiresendlocaloffer.org