



SEND POLICY

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Contact details for our SENCo

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Shropshire Council information can be found at:

[http://www.shropshire.gov.uk/special-education-needs-and-disability-\(send\)/information-for-parentscarers/](http://www.shropshire.gov.uk/special-education-needs-and-disability-(send)/information-for-parentscarers/)

2014 – A Year of Transition

From September 2014, the Government brought in new legislation for Education, Health and Care Providers to follow in relation to the support and provision that is provided for pupils who have Special Educational Needs and Disabilities (SEND).

The original document entitled, *Special Educational Needs and Disability Code of Practice: 0 to 25 years* can be found at <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Since September 2014 our SEND provision has been in transition from the previous Code of Practice to the new legislation. Crowmoor Primary School, led by the Headteacher Mr A Parkhurst and Special Educational Needs Coordinator (SENCo) Mrs J Parkhurst, will be adapting its previous practice and provision, so that it is in line with the new Code.

This SEND policy reflects the legislation and the practice and procedures that should be in place for supporting children with SEND under the new 2014 legislation.

If you have any questions or queries about the new Code of Practice, or the schools provision for pupils with SEND, please contact either Mr Parkhurst or Mrs Parkhurst, using the contact details on the second page of the policy.

School Ethos

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child.

We promise:

- To accept and support all children regardless of their race, gender, beliefs and abilities.
- To encourage and support, in contributing positively to both the school and the wider community.
- To actively develop a school environment where all school members can feel safe and secure
- To help pupils care for and empathise with other people.
- To encourage pupils to treat others as they would like to be treated.
- To aid the development of all children, intellectually and socially into mature independent citizens.

Our Aims and Philosophy

The following aims are linked to the Children's Act 2005 which incorporates the United Nations Convention on the Rights of the Child.

- To create a happy, calm, secure and stimulating environment within which all pupils are encouraged to develop and reach their full potential.
- To provide an enriching, balanced curriculum which offers all children enlivening learning experiences both in and out of school.
- To foster the development of responsible, well-balanced and tolerant individuals.
- To equip all pupils with the attitudes, understanding and skills for their roles in a rapidly developing world where they will work, participate and thrive.
- To encourage lively, creative and enquiring minds, which are independent and self-disciplined.
- To encourage all children to enjoy learning and to come to see it as a life-long process.
- To encourage all children to strive for high standards in all aspects of school and personal life.
- To develop a positive and close relationship between home and school, through involving parent/carers in the children's school life in a range of ways.

- To make the school an important part of community life and the community an important part of the life of the school.
- To foster a close relationship with the local churches and to reflect a wider understanding and tolerance of other faiths and cultures.

Definition of Special Educational Needs and Disabilities (SEND)

Children are deemed to have SEND if they have learning difficulties that require special or additional educational provision to be made for them.

Children are deemed to have a learning difficulty if they:

- have significantly greater difficulty in learning than the majority of the children of the same age
- have a disability that prevents or hinders them from making use of educational facilities that are generally provided for children of the same age within the local education authority
- are under compulsory school age and fall within the definitions above or would do if special educational provision was not made for them.

Children should not be regarded as having a learning difficulty solely if the language of their home is different from the language they will be taught in.

Children should not be regarded as having SEND, purely if they are displaying challenging behaviours. It may be that there is a reason behind the challenging behaviours, and it is our responsibility as an education provider to identify what that need or difficulty might be.

Special educational provision is additional to, or otherwise different from, the educational provision made generally for children of the same age in schools maintained by the LEA, other than special schools in the area.

Principles

The school's Special Educational Needs and Difficulties (SEND) Policy is based on the following principles:

- a child with SEND should have their needs met
- all children, including those with SEND, should be given and equipped with, the tools and skills they need to succeed
- that all teachers are teachers of children with special needs and have a responsibility to meet those needs; they may seek the advice and support of the SENCo and external professionals where appropriate
- that all children are entitled to a broad, balanced and relevant education, including an appropriate curriculum for the Early Years Foundation Stage, and the National Curriculum through Key Stage 1 and Key Stage 2
- that pupils with special educational needs will be fully integrated into the life of the school, enabling them to maximise their potential as learners and to contribute to the social and cultural activities of the school
- the views of the child should be actively sought and taken into account, when considering any provision to support their need or disability
- parents have a vital role to play in supporting their child's education, and parents of pupils with SEND are key in providing information on the child as an individual.

Aims and Objectives

The staff and governors aim to provide a broad and balanced curriculum for all children; that includes setting suitable learning challenges, responding to pupils' diverse learning needs and overcoming potential barriers to learning. The setting of suitable challenges, response to needs and overcoming of barriers are set and discussed in conjunction with both the child and their family.

The staff and governors in the school are aware of the importance of identifying and providing for those pupils who have SEND, and we aim to identify the need and provide the necessary support as quickly as is possible. As a school, we believe that early intervention is the most effective way to support and overcome barriers to learning experienced by our pupils.

The staff will ensure that pupils with SEND join in all areas of school life, together with pupils who do not have SEND, so far as that is reasonably practical and compatible with the pupil receiving the necessary Special Educational Provision, the efficient education of other children in the school and the efficient use of resources.

Responsible Persons

The responsible persons for Special Educational Provision at Crowmoor Primary School are the Headteacher, SENCo, Chair of Governors and the SEN Governor.

Headteacher	Mr A Parkhurst
Special Educational Needs Coordinator (SENCo)	Mrs J Parkhurst
Chair of Governors	Mr M Ware
Special Educational Needs (SEN) Governor	Mr A O'Connor

All teachers are responsible for the education of children with SEND within their classes, and have a responsibility to meet their differing needs.

The SENCo is responsible for:

- the day to day operation of the school's SEND policy with the support of the Headteacher
- advice to class teachers at all stages of the assessment process
- managing the allocation of Teaching Assistants (TAs)
- updating and over-seeing the record keeping related to SEN provision
- liaison with parents in conjunction with the Class Teacher/Headteacher
- liaison with external agencies
- organising in-service training for staff on SEND issues
- at least half termly reviews of the current provision in place; this will involve both Class Teachers and also Teaching Assistants

Admission and Inclusion

The admission arrangements for those pupils with Special Educational Needs and Disabilities (SEND), but without a Statement of SEND/ Education Health Care Plan (EHCP), is the same as for all pupils. Pupils who have a Statement of SEND or an EHCP on entry into school, are placed by the LEA. Every effort is made to comply with pupil and parental preferences.

All the teachers in school are teachers of children with SEND. As such Crowmoor Primary School adopts a 'whole school approach' to SEND which involves all the staff adhering to a model of good practice. The staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment. Inclusion is regarded as crucial to this policy, in line with that of the Local Education Authority.

The school operates an equal opportunities policy for children with SEND, who are afforded the same rights as all children. This includes children at all levels and stages of support, on the schools SEND register, including those with a Statement of SEND/ EHCP and those without.

Access to the Curriculum

The National Curriculum is made available to all pupils. Where pupils have Special Educational Needs or Disabilities (SEND), a graduated response will be adopted. The school will make full use of classroom and school resources, and where necessary access support for external services. The school operates an Assess, Plan, Do, Review cycle as outlined in the SEND Code of Practice (2014). This means that staff are constantly assessing both the child's needs and also the provision in place, to ensure that the provision is effective and the child is making progress.

The school will make provision for pupils with SEND to match the nature of their individual needs. The Class Teacher and SENCo will keep regular records of the pupils' progress, in consultation with parents, including the action taken and the outcomes achieved.

The school runs flexible groups of pupils, providing specific intervention programmes to break down barriers to learning. The nature of the flexible groups allows for the individual learning needs of pupils to be addressed in individual, small group or whole class contexts. The curriculum is differentiated to meet the needs of all pupils.

Practice

Assess, Plan, Do, Review

The school's arrangements for the identification of pupils with Special Educational Needs and Disabilities (SEND), has regard to the procedures in the SEND Code of Practice 2014.

The school offers a differentiated curriculum. A pupil is placed on the SEND Register when they fail to make progress and show signs of difficulty in one or more of the following areas, and interventions/ support has been put in place , but little progress has been made:

- acquiring literacy and/or numeracy skills
- social, mental, emotional health
- sensory or physical problems
- communication or interaction difficulties.

Any time a child is identified as having a SEND in one or more of the above areas, parents are contacted and concerns are raised and discussed. A plan is put in place, and parents kept in regular consultation as to progress made. Parents are expected to support the plan, and provide support where necessary.

Support that is additional to, and different from the differentiated curriculum, will be provided through your child's specific plan, and may be delivered through a range of ways. These may include:

- Classroom organisation and management
- In-class support by teacher/teaching assistant
- Withdrawal for individual/small group work
- Use of specialist equipment / resources
- Alternative teaching strategies
- Use of outside agencies e.g Speech and Language Therapy

Parents will be informed and pupils will be involved in decisions taken throughout this stage.

If a pupil does not make progress despite the school and the agreed home support having been implemented, advice will be sought from the appropriate external support agencies. Targets will be amended accordingly implementing the advice given, and a new time scale and programme of study will be agreed by all parties involved.

If progress is still not achieved despite the implementation of the Assess, Plan, Do, Review cycle, the child may be assessed, bearing in mind the County criteria with a view to initiating a statutory assessment and gaining an Education Health and Care Plan (EHCP).

Identification of SEND will be undertaken by all staff, with support from the SENCo and the appropriate records and Local Authority forms and records will be maintained.

The progress of children with SEND will be reviewed through formative and summative assessments as outlined in the Code of Practice (including the Assess, Plan, Do, Review cycle). Records will be developed as a result of standardised tests of educational achievement administered by the class teacher together with on-going teacher assessment and end of Key Stage attainment tests.

Pupil targets will be reviewed at least termly. Additionally, the progress of children with a Statement of Special Educational Needs/ EHCP will be reviewed annually, as required by legislation.

The class teacher is responsible for gathering information regarding the progress of children with SEND, and informing parents, the SENCo and the Headteacher.

The SENCo may provide help and advice but the responsibility for classroom provision and differentiated activities remains with the class teacher.

Liaison

Parents will be informed at every stage and their permission sought before an external agency becomes involved with their child. Targets and/ or personal plans will be discussed and agreed with both the parent and the child.

Liaison with external agencies supplements the support and assessment of the needs of individuals.

Regular liaison is maintained with the following external agencies for pupils on the SEND Register:

- SEN Support Services
- Behaviour Support Services
- Psychological Services
- Social Services
- Speech & Language Therapist
- Occupational Health
- Sensory Inclusion Service, including Visually and Hearing Impaired Services
- Health Service
- Looked after children officer
- Parent Partnership Service

The school has links to other schools and liaison is maintained particularly with regard to transition issues.

Arrangements for the Treatment of Complaints

The procedure for managing complaints is as specified in the school's complaints policy.

Initial concerns or enquiries about a pupil with SEND or the SEND provision should be dealt with by the class teacher with support from the Headteacher and/or SENCo if required. There is no suggested time scale for resolution at this stage given the importance of dialogue through informal discussion.

In the event that these informal discussions fail to resolve matters, the complainant should follow the school's complaints procedure, setting out the precise nature of the complaint as specified in the school's Complaints Policy. An investigation will proceed to the timescale outlined in the Complaints Policy.

Staff Development

In-service training needs related to SEND will be identified by the Headteacher and SENCo, in consultation with the staff and will be incorporated into the staff development plan.

Working with Parents

The school will actively seek the involvement of parents in the education of their children. It is recognised, that it is particularly important with pupils who have Special Educational Needs or Disabilities (SEND) that the support and encouragement of parents is often the crucial factor in achieving success.

Parents will always be kept informed about the SEND experienced by their children in accordance with the recommendations outlined in the Code of Practice. Communications between the parent and the school will be consistently maintained. We recognise that parents can provide vital insight into their child, and this an invaluable resource when considering the whole child.

Pupil Participation

The school will work to ensure that pupils are fully aware of their individual needs and their targets. Steps will be taken to involve pupils in decisions which are taken regarding their education and their individual needs.

Evaluating Success

This school policy will be kept under regular review. The governors will gauge the success of the pupils and policy, by the achievements of agreed personal targets outlined, progress review Meetings and/or Annual Review meetings in the case of pupils with a Statement of SEN/ Education and Health Care Plan. In addition evidence will be gathered regarding:

- Success of targets on the SEND Action Plan
- Staff awareness of individual pupil need
- Success of the identification process at an early stage
- Academic progress of pupils with SEND
- Improved behaviour of children, where this is appropriate, including the number of exclusions
- Pupil attendance
- Number of children supported by the funding allocation for non-statemented SENDs
- Number of pupils moving on/ off the SEND Register
- Pupils' awareness of their targets and achievements
- The school meets the statutory requirements of the SEND Code of Practice 2014.

Additional Information

If you have any queries or questions regarding the provision in school for pupils with Special Educational Needs and Disabilities (SEND), please see your child's teacher or alternatively the school SENCo or Headteacher.

For further information, please see the School SEND Local Offer, which can be found on the school website, or alternatively a paper copy can be given on request from the school office.

