



Crowmoor Primary School
SEND Policy and Information
2021 - 2022



Article 13 - You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.

Article 17 - You have the right to get information that is important to your well-being, from radio, newspaper, books, computers and other sources. Adults should make sure that the information you are getting is not harmful, and help you find and understand the information you need.

Article 23 - You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

Article 28 - You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

Article 29 - Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.

Reviewed by Governors March 2022

Next Policy review December 2022 by Mrs J Parkhurst

At Crowmoor Primary School we promote learning for life.

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- **Page 22 COVID Restrictions.**

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with Special Educational Needs and Disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Explain our efforts to achieve the very best outcomes for pupils with Special Educational Needs and Disabilities at our school
- Explain what this looks like in practice
- Explain our vision, values and broader aims of the school's arrangements for pupils with SEN and Disabilities.

Our School Ethos

Our School is committed to the implementation of the United Nations Convention on the Rights of the Child. We strive to be a Right's Respecting School in all that we do.

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 School Aims and Philosophy

We aim to establish a caring school community, where all pupils are valued and can develop a love of learning.

We strive to support our pupils to:

- Be healthy
- Stay safe
- Enjoy and achieve in their learning
- Make a positive contribution
- Achieve economic well-being

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.

We believe that all members of the school community have rights and responsibilities. Everyone at school is important and is to be valued. We expect each individual to respect other individuals, their families, their culture and beliefs. We aim to be courteous and fair in our dealings with each other and the children.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in mainstream schools 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 felt 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 educational or training provision that is additional to, or otherwise different from, that made generally for other children or young people of the same age by mainstream schools, other than special schools in the area.

The school's Special Educational Needs and Disabilities (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 SENDCo 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 maximize 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/Carers 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.**

Our Aims and Objectives for SEND:

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 barriers are set and discussed in conjunction with both the child and their parent/carers.

The staff and the governors in the school are aware of the importance of identifying and providing for those pupils who have SEND, we aim to identify the need and provide the necessary support as quickly as 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.

4. Roles and responsibilities

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

Headteacher	Mr A Parkhurst
Special Educational Needs Co-ordinator (SENDCo)	Mrs J Parkhurst
Chair of Governors	Mr T Wasdell
Special Educational Needs (SEND) Governor	Mr T Atfield

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

All the teachers in the school are teachers of children with SEND. As such Crowmoor Primary School adopts a whole school approach to SEND which involves all 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 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 school's SEND Register, including those with an EHCP and those without.

4.1 The SENCO

The SENCO is Mrs J Parkhurst contact via school office tele: 01743 235549

They will:

- Work with the head teacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Manage the allocation of SEND teaching assistants with the support of the Business Manager.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support

- Advise with the support of the Business Manager on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date
- Organise in-service training for staff on SEND issues.
- Hold half termly reviews of current provision in place: this will involve class teachers and class teaching assistants.

4.2 The SEND governor

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The Head teacher

The head teacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

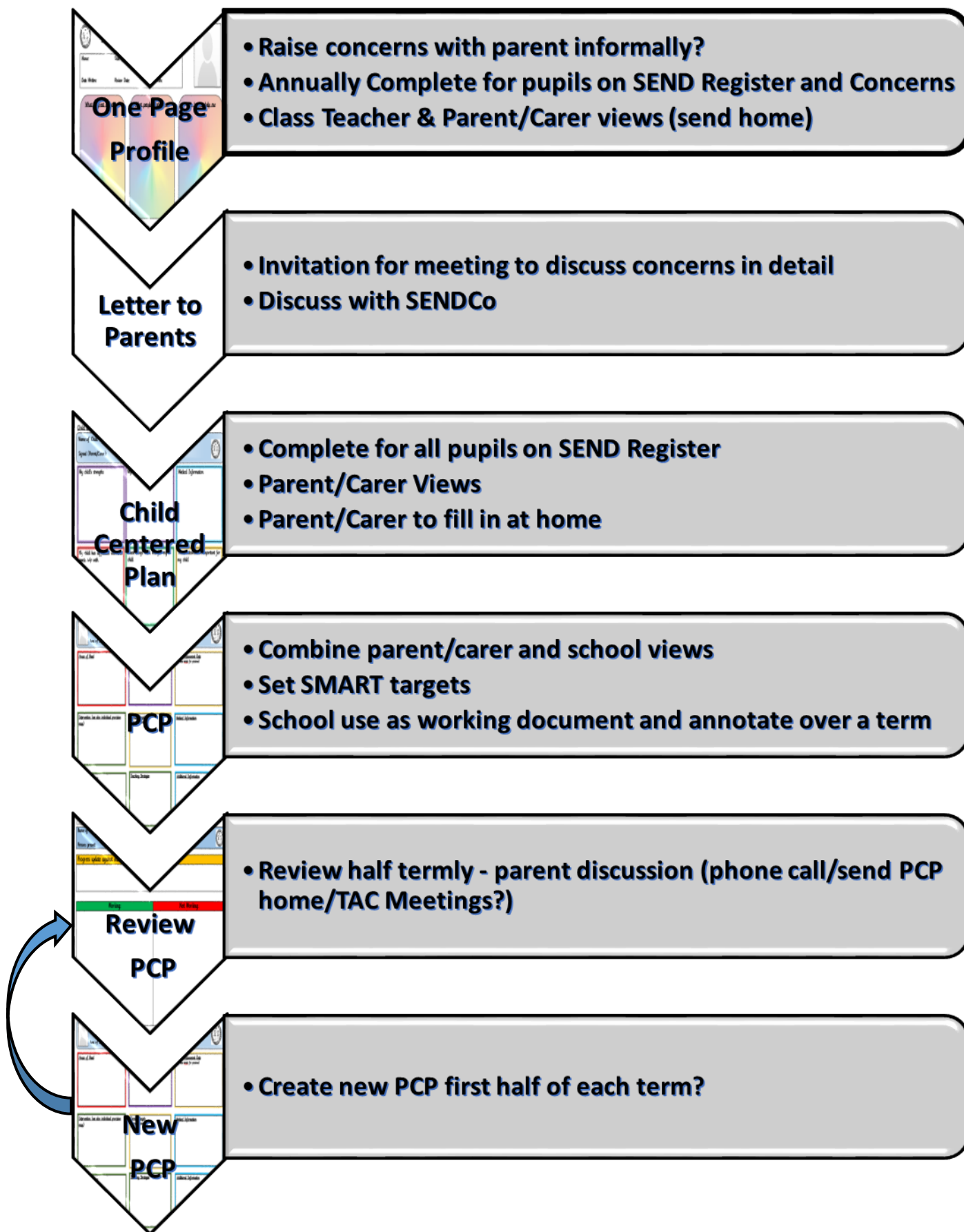
4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

- Ensure all PCP's and required paperwork are up to date, in line with the school's SEND procedure, (See below diagram.)
- Ensuring they follow this SEN policy

Crowmoor Primary School Procedure:



5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate learning difficulties

5.2 Identifying pupils with SEN and assessing their needs

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.

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The school offers a differentiated curriculum. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

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/or interventions/support has been put in place but little or no progress has been made:

- Acquiring literacy and/or numeracy skills
- Social, mental, emotional health
- Sensory or Physical problems
- Communication or interaction difficulties

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

Any time a child is identified as having SEND in one or more of the above areas, parents/carers are contacted. We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEN support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review** as outlined in the SEND Code of Practice (2014).

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching

strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Wherever possible induction sessions for pupils transferring to other settings or transitioning to another key stage will be encouraged or arranged by school.

5.6 Our approach to teaching pupils with SEN: (See Crowmoor Primary School SEND Procedure.)

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

The National Curriculum is made available to all pupils. Where pupils have Special Educational Needs and/or Disabilities a graduated response will be adopted. The school will make full use of the classroom and school resources, and where necessary access support from external services. The school operates an Assess, Plan, Do and 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.

High quality teaching is our first step in responding to pupils who have SEN. This will be differentiated for individual pupils. Support that is additional to, and different from the differentiated curriculum, will be provided through the child's specific plan.

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

The school runs flexible groups of pupils, providing specific intervention programs 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.

We provide a number of interventions, many will be specific to each child but below is a selection of some of the interventions we offer:

- Cool Kids
- Nessy: A programme to support children with reading and spelling
- Teach Your Monster To read

- Letters and Sounds
- Hand For Spelling
- Toe By Toe
- Social Stories
- No Worries
- Elephants Never Forget
- Dyslexia Friendly Reading Scheme

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 and Review cycle, the child may be assessed, bearing in mind the Local Authority criteria with a view to initiating a statutory assessment and gaining an Education Health and Care Plan (EHCP) or request for “Graduated Approach” funding.

Identification of SEND will be undertaken by all staff, with support from the SENDCo 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 and 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. End of Key stage attainment tests will also be recorded and analysed.

Pupil targets will be reviewed at least termly. Additionally, the progress of children with an 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 the parents, the SENDCo and the Headteacher.

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

See also Assessment Policy- available on our website.

5.7 Adaptations to the curriculum and learning environment

(See also Accessibility Plan/Policy.)

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

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing: teaching assistant support, in class support
- Using recommended aids/ specialist equipment and resources, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Withdrawal for individual/small group work
- Use alternative teaching strategies

5.8 Additional support for learning

We have teaching assistants in every class during the morning sessions who are trained to deliver interventions please see above list: these will be identified on the child's specific plan (PCP.) Teaching assistants will support pupils on a 1:1 basis, alongside another child, in a small group or within a whole class situation.

We also have a number of higher level teaching assistants available during the afternoons to deliver same day interventions, booster groups and social, emotional mental health support groups.

We have teacher led intervention groups in Year 5 for literacy and numeracy.

We work with Academic Mentors for Literacy and Numeracy across most year groups.

We work with the following agencies to provide support for pupils with SEN:

- Child Development Centre
- Educational Psychology Team
- Speech and Language Therapists
- Woodlands Outreach Advisory Team
- Occupational Health Team

- Sensory Inclusion Team Advisory Teachers
- SEN Support Services
- Behaviour Support Services
- Social Services
- Health Service
- Mental Health Team
- Looked After Children (LAC) and Previously Looked After Children's (PLAC) Services
- Dr A Willis

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

Parents/Carers will be informed at every stage and their permission sought before an external agency becomes involved with their child. Targets and/or personal plans (PCP's) 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 external agencies for pupils on the SEND Register.

5.9 Expertise and training of staff

Our SENDCo gained the National Award for SENDCo qualification in 2014. This is mandatory for all SENDCo's.

The SENDCo is allocated two days a week to manage SEND and LAC provision throughout the school.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEN provision.

In-Service training needs related to SEND will be identified by the Headteacher and SENDCo, in consultation with the staff and will be incorporated into the staff development plan and the SEND Action Plan. The SEND Action Plan is presented to Governors on a termly basis.

Recently staff have attended training in:

- Attachment Disorders
- Autism
- ADHD
- LAC and PLAC
- Precision Teaching

5.10 Securing equipment and facilities

The process for securing equipment and facilities to support pupils with SEND is discussed with the Head teacher and Business Manager. Recommendations made by outside agencies are included on the child's PCP: should extra funding be required the Business Manager is consulted and the SEND budget considered. The SENDCo may make referrals to/for "Graduated Pathway" funding or an Education and Health Care Plan, (EHCP.)

5.11 Evaluating the effectiveness of SEN provision

This school policy will be kept under regular review: at the very least annually. 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 an Education and Health Care Plan.

In addition we evaluate the effectiveness of provision for pupils with SEN and gather evidence regarding the following by:

- Reviewing pupils' individual progress towards their goals each term: pupil's awareness of their targets and achievements- reviewing their PCP's
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Academic progress of pupils with SEND: personal progression
- Improved behaviour of children, where this is appropriate, including the number of pink slips and/or exclusions
- Pupil attendance
- Staff awareness of individual pupil needs
- Reviewing the impact of interventions half termly
- Monitoring by the SENCO
- Success of targets on the SEND Action Plan
- Success of the identification process at an early age
- Number of children supported by the funding allocation for non EHCP SENDs
- Number of pupils moving on and off the SEND Register
- The school meets the statutory requirements of the SEND Code of Practice 2014

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.

All pupils are encouraged to go on our residential trip(s) to Kingswood and Arthog.

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Admission and Inclusion

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

Please see our Admissions and Accessibility Policies on our website for further information on the following:

- Arrangements for the admission of disabled pupils
- The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils
- The facilities we provide to help disabled pupils access our school

5.13 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development in the following ways:

- Extra pastoral support is available to listen to the views of pupils with SEND
- Pupils with SEND are encouraged to be part of the school council
- Pupils with SEND are encouraged to take part in all elections for Head and Deputy Head Boy and Girl positions in school
- Pupils with SEND are encouraged to take active roles as prefects, UNICEF and ECO ambassadors and reading buddies across all year groups
- Interventions are available to help pupils gain strategies to lessen anxiety and build confidence: from school and the Mental Health Team.

- Pupils with SEND are also encouraged to be part of gardening club and sports club to promote teamwork/building friendships etc.

We have a zero tolerance approach to bullying. Our PHSE curriculum raises awareness and strategies to cope with many of the issues pupils may experience. We also take part in “Anti-Bullying” week which has a national theme annually.

We have been awarded and are pleased with our Gold Status for a UNICEF Rights Respecting School.

5.14 Working with other agencies

In addition to the other agencies mentioned in section 5.8 Additional Support for Learning: we also work with a number of other agencies in order to meet the needs of pupils with SEND needs and to support their families. These include the following:

- Autism West Midlands
- BEAM
- BEE-U
- Early Help
- Family Support Worker
- Health and Social Care bodies

The class teacher, SENDCo and Parent/Carers will work together to formulate referrals to these organisations.

5.15 Complaints about SEN provision

The procedure for managing complaints is as specified in the School’s Complaints Policy- see website for further details.

Initial concerns or enquiries about a pupil with SEND or the SEND provision in our school should be dealt with by the class teacher with the support of the head teacher and/or the SENDCo 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 complaint should follow the school’s complaint procedure, setting out the precise nature of the complaint as is specified in the School’s Complaints Policy. An investigation will proceed to the timescale outlined in the Complaints Policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our

school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 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 parents 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 is an invaluable resource when considering the whole child.

5.17 Contact details of support services for parents of pupils with SEN

We recognise that parents of pupils with SEND may require support other than that provided by the school. The following could be contacted for further support:

- Family Support Worker
- Children's Education Advisory Service
- Citizen's Advice- Family Support
- Autism West Midlands
- Information, Advise and Support Services (IASS)
- Family Information Directory
- PACC- Shropshire Parent and Carer Council

Further information about each of these services can be found on the following website:

<https://www.shropshire.gov.uk/the-send-local-offer/family-support/>

5.18 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. Pupils play an integral part in the Plan, Do, Review process. They are involved in the formulation of their PCP whenever appropriate.

5.19 The local authority local offer

Our contribution to the local offer can be found on our website:

<http://crowmoorschool.co.uk/home/key-info/send/>

and/or alternatively a paper copy can be given on request from the school office.

Our local authority's local offer, Shropshire, is published here:

<https://www.shropshire.gov.uk/the-send-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCo, Mrs J Parkhurst, **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

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 SENDCo or Head teacher.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Equality information and objectives
- Supporting pupils with medical conditions
- Assessment Policy
- Individual Subject Policies eg Literacy, Mathematics

Our Provision for children with SEND during COVID Restrictions.

School Attendance for Children with SEND:

Using Government Guidance children who are particularly vulnerable at this time have been offered a place at school. Children who have an EHCP took priority and were offered a place at school.

Tracking Children with SEND:

We continue to use our plan do review procedures.

All Class Teachers have completed the Local Authorities "Best Endeavors" form for each child on the SEND Register and for those children who have a Pupil Centred Plan. Teachers explain how EHCP and PCP targets are being met during this unprecedented time at school.

For those children with SEND who are attending school:

The small number of children in each class – no more than 10 – is ideal to ensure their targeted work with the class teacher and/or teaching assistant as noted on their EHCP or PCP is a focus to their learning. Their plan do review cycles are continuing.

Every class has a SEND teaching assistant during the mornings.

For those children with SEND whose parents have chosen to keep them at home, the following procedures are in place:

1. Remote learning timetables have been adapted to suit the child's needs. These are sent directly to the parent / carer via email or can be picked up from school at their convenience.
2. Individualised/ differentiated learning activities have been signposted or resource packs created.
3. Each child has a video link once a week with their peers and class teacher.
4. Parents have the facility to email teachers with questions regarding learning.
5. Teaching assistants who usually work with the child have telephoned or held one to one video links with the child at least once a week.
6. All teachers have telephoned parents to support differentiated learning for our children with SEND.
7. Parents can request telephone calls to
 - A) discuss learning tasks,
 - B) discuss strategies or
 - C) just "chat" about their child's needs.
 - D) Receive support for themselves

Professional Meetings

All termly and annual reviews for children with SEND are carried out via TEAMS.

Referrals

Referrals continue to be made to Woodlands Outreach Services for all learning assessments. All assessments, except those for dyslexia, are carried out remotely until outside agencies are advised that it is safe to meet in schools.

Referrals continue to be made to other agencies who support with mental health and well-being challenges. Again these assessments are carried out remotely until outside agencies are advised that it is safe to meet in schools.

The collection of evidence and observations via our plan do review procedures continue to take place as far as possible.

Requests to the Local Authority for EHCP or Graduated Pathway can still be made.

Academic Mentors:

We are the only school in Shropshire to have engaged with the Academic Mentor Scheme. Our Maths Mentor works with two groups of three children from each class twice a week for sessions of up to 60 minutes. Our Literacy Mentor works with individual children across all age groups for sessions of up to 15 minutes supporting them with their reading. The majority of these children have been identified as having a need for support in each of these areas.

SENDCo

Currently the SENDCo works for three mornings a week in Year 5 with targeted children for reading. The focus in reading is to work with children who exhibit dyslexic tendencies. Multi-sensory, differentiated learning tasks and strategies are used to enhance learning with this group of Year 5 children.

Release time is used to complete referrals, requests and attend SEND and LAC related meetings.