



# SEND POLICY

**July 2021**

**Review: July 2022**

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## 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

At The Croft School we aim to:

- Identify at the earliest opportunity all children who need special consideration to support their physical, sensory, social, emotional, communication or cognitive development
- Ensure that these children are given appropriate support to allow full access to the National Curriculum
- Ensure that these children are fully included in all activities of the school in order to promote the highest levels of achievement
- Involve parents, pupils and others in developing a partnership of support, enabling them full confidence in the strategy adopted by the school
- Provide a broad, balanced and suitably differentiated curriculum relevant to pupil needs, through all staff sharing responsibility for SEND

## 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 SEND information report

## 3. Definitions

A pupil has SEN 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 facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## 4. Roles and Responsibilities

Role	Responsibility
<b>Head teacher</b>	To oversee SEND provision Designated responsibility for Safeguarding
<b>SEND Governor</b>	To oversee and monitor SEND provision within the school. Meeting with the SENCO at least termly to discuss actions taken by the school. They report back to the governors at every full governors' meeting.
<b>SENCO</b>	<p>The SENCO has an important role to play with the Head Teacher and Governing Body, in determining the strategic development of SEN policy and provision in school.</p> <p>The SENCO has day-to day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans.</p> <p>The SENCO provides professional guidance to colleagues and will work closely with staff, parents and other agencies. The SENCO should be aware of the provision of the Local Offer and be able to work with professionals providing a support role to families to ensure that pupils with SEN receive appropriate support and high quality teaching.</p> <p><b>The key responsibilities of the SENCO may include:</b></p> <ul style="list-style-type: none"> <li>○ Overseeing the day-to –day operation of the school SEN policy</li> <li>○ Co-ordinating provision for children with SEN</li> <li>○ Liaising with the relevant teacher where a looked after pupil has SEN</li> <li>○ Advising on the graduated approach to providing SEN support</li> <li>○ Advising on the deployment of the school's delegated budget and other resources to meet pupil's need effectively</li> <li>○ Liaising with parents of pupil's with SEN</li> <li>○ Liaising with early years providers, other schools, educational psychologists, health and social care professionals and independent or voluntary bodies</li> <li>○ Being a key point of contact with external agencies, especially the local authority and its support services</li> <li>○ Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned</li> <li>○ Working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements</li> <li>○ Ensuring that the school keeps the records of all pupils with SEN up to date</li> </ul> <p>(SEN Code of Practice Jan 2015)</p>
<b>Class teachers</b>	<ul style="list-style-type: none"> <li>○ To ensure High Quality (Wave 1) teaching and provide accessible differentiation for pupils with SEND</li> <li>○ All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access</li> </ul>

	<p>support from teaching assistants or specialist staff</p> <ul style="list-style-type: none"> <li>○ To work within the guidance provided in the SEND Code Of Practice 2015</li> <li>○ To ensure that the children with SEND have access to a broad and balanced curriculum. Teachers should set high expectations for all pupils whatever their prior attainment</li> </ul>
<b>Teaching Assistants</b>	To support SEN pupils under the direction of the class teachers, subject leaders and SENCO to enable them to make progress
<b>Medical provision</b>	Admin staff are trained as first aiders and hold the Medical Healthcare Plans for pupils. See medical policy for more details

## 5. SEN guidance

### 5.1 The groups of SEN that are provided for

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

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

### 5.2 Identifying pupils with SEN and assessing their needs

We have a rigorous system whereby pupil progress is consistently assessed and tracked by Class Teachers, support staff, subject leaders and the Head Teacher.

#### My Plan

Staff members will raise concerns about any pupil who is not progressing as expected and these concerns will be discussed with the SENCO and parents. Once it has been agreed that a pupil has additional needs an individual learning plan (MyPlan) will be created. This will identify specific targets for the pupil to work on. If the additional need is within other areas either a Health or Behaviour plan will be created as appropriate. The My Plan document is reviewed at least three times per year, when progress against current targets will be identified and discussed, and new targets set as appropriate.

In addition, we create a 'Pupil profile' for all pupils at My Plan level. The Pupil Profile, created with the pupil, outlines how the child learns and what might best support them. This is particularly useful when a different teacher / adult might be in the class. It is also very useful when the child goes to a new class or school.

#### My Assessment and My Plan+

My assessment creates a holistic view of the child from parents, pupil and professionals. This is where wider needs can be addressed. This could be medical/health or social needs relating to home and family which may impact on learning needs and/or wellbeing. The My Plan+ focuses on the needs and outcomes to support the child. Reviews take place at least three monthly.

If the school feels that they are not able to meet the needs of the pupil with complex needs, the Local Authority may be requested to undertake a full assessment of needs. If required they will then draw up an Education, Health and Care Plan (EHCP). This will ensure additional support for the pupil and is reviewed annually.

If appropriate, external agencies will be invited into school to assess or work with pupils. These may include: school nurse, Advisory Teaching Service, Educational Psychologist, Occupational Therapists and Speech and Language Therapists.

### 5.3 Consulting and involving pupils and parents

#### **Pupils**

Class teachers always explain and discuss targets with the children and ask them about their thoughts, and if they can identify any specific strategies which will help them in their learning. As part of the My Plan review they will be given opportunities to say if they feel they have achieved targets, what specific support has enabled this and what things they feel they still need to work on. The SENCO also talks to pupils about their learning as part of a monitoring cycle. Pupils also complete a questionnaire annually.

## **Parents**

We have an open door policy and encourage parents/carers to raise any issues immediately. Should a parent/carer have any concerns regarding their child's progress and learning they should talk to the class teacher in the first instance. We encourage parents/carers to become fully involved in supporting their child at home. They will be invited to a parents evening twice per year where they will be able to discuss their child's progress and achievement. We issue an annual questionnaire where parents/carers have the opportunity to give specific views on a variety of topics, including SEND.

## **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**.

The class 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
- 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.

Transitions can be difficult for pupils with SEND and we strive to ensure any transition is made as smooth as possible. Staff from secondary schools visit pupils in Year 6 and will meet with staff to discuss what provision might be required. All records are forwarded to a new school as soon as possible.

Within school, teachers meet in July to pass on information regarding pupils in their class. All SEND documents are shared with both the teacher and any Teaching Assistants who will work with the pupil.

For pupils who join the school with a specific need already identified we will liaise closely with previous settings to provide a smooth transition and ensure individual needs are met.

## **5.6 Our approach to teaching pupils with SEN**

Quality first teaching for all pupils underpins our teaching philosophy. This ensures pupils are challenged to achieve to the best of their ability. All teachers are teachers of SEN and are responsible for ensuring SEND pupils make good progress.

Pupils with SEN will be taught for the majority of the week with their peers in the classroom. Work set will be appropriate to the ability of the pupil. In addition, they may work 1:1 or in a small group with the teacher or teaching assistant.

If required pupils will have access to additional technology or resources to support their learning. They may also be withdrawn from class for short periods to undertake specific activities.

Through rigorous assessment pupil progress is tracked frequently. Where there may be concerns interventions will be put into place and monitored.

We use a variety of interventions to support pupils with SEND. We believe strongly that any interventions should accurately match the needs of the pupil. To this end we do not use many commercial schemes, preferring to create bespoke programs tailored to individual needs, providing pre and post assessment. Please see Provision Map in Appendix.

### **5.7 Adaptations to the curriculum and learning environment**

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
- Using recommended aids, 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.

### **5.8 Additional support for learning**

We have a staff of very experienced Teaching Assistants, including one HLTA. They work closely with teachers in a variety of ways. This might include group work, 1:1 support, ad-hoc support for vulnerable pupils and whole class teaching.

### **5.9 Expertise and training of staff**

Natalie Greening (SENCO) has 18 years' experience in this role and as a class teacher. Natalie holds a Postgraduate Certificate in Specific Learning Difficulties (SpLD).

Rebecca Gore (Head Teacher) holds the National Award for SEND Co-ordination, which includes a Postgraduate Certificate in Vulnerable Learners and Inclusion.

### **5.10 Securing equipment and facilities**

Where it has been identified that a pupil requires additional equipment or facilities all reasonable attempts will be made to source and acquire what is needed.

### **5.11 Evaluating the effectiveness of SEN provision**

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using and updating Provision Maps
- Holding annual reviews for pupils with EHC plans

In the same way we operate an open door policy for parents, we have an open door policy for teachers and teaching assistants to discuss any issues with the SENCO. We believe that dialogue is crucial to forging good relationships and therefore providing the best for our pupils, including those with SEN.

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

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 to Isle of Wight.

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.

We have a toilet for the disabled.

The school is totally accessible at all levels.

Our accessibility plan is available to view on our school website.

### **5.13 Support for improving emotional and social development**

We have a zero tolerance approach to bullying. Any incidents are dealt with swiftly and parents are informed.

Teachers and Teaching assistants view pupils holistically, monitoring their academic and personal development. Through regular PSHE and more informal sessions staff keep in tune with how pupils are feeling about a variety of things. All staff are aware of the need to ensure pupil's physical and mental health needs are met. As a staff we communicate any concerns and we are alerted to the need to monitor and support vulnerable pupils.

We run regular small group sessions in Resilience, social skills and friendship skills. Bespoke 1:1 and group sessions are run as required.

### **5.14 Working with other agencies**

We have a close working relationship with other agencies. We have regular contact with Educational Psychology service, Advisory Teaching service, Speech and Language therapists, Occupational Therapists. In addition we work with Early Help and SENDIASS. Agencies are contacted as the need arises.

### **5.15 Complaints about SEN provision**

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

All complaints are taken seriously and are heard through the school's complaints policy and procedure.

### **5.16 Contact details for raising concerns**

If you have any concerns then please contact the class teacher in the first instance. They may then talk with the SENCO to resolve the issue. If the issue is not resolved, or if parents wish to they can then contact the SENCO directly.

### **5.17 The local authority local offer**

Our local authority's local offer is published here:

<https://www.gloshomesdirectory.org.uk/kb5/gloshomes/gloshomes/family.page?familychannel=2>

## **6. Monitoring arrangements**

This policy and information report will be reviewed by Natalie Greening (SENCO) **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 body.