



Special Educational Needs Policy

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Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

www.education.gov.uk/schools/pupilsupport/sen

For those children with the most complex needs, Statements of Special Educational Needs have now been replaced with a new Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can view an animation describing this pathway on Nottinghamshire's SEND Local Offer website:

www.nottinghamshire.sendlocaloffer.org.uk

This information is also available by putting the above web address into the browser of a smart phone or tablet.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

Crossdale Primary School is committed to providing a high-quality education for all of the children in our school. We believe that all children are entitled to have access to a broad and balanced curriculum and to be fully included in all aspects of school life. We are committed to maximum inclusion commensurate with meeting individual needs.

This policy describes the way we meet the needs of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties or emotional or social development, or may relate to factors in their environment, including the learning environment they experience at school.

At Crossdale Primary School we aim to identify these needs as they arise and to provide teaching and learning contexts which enable every child to achieve to his or her full potential.

1. Aims and objectives

Aims

We aim to provide every child with access to a broad and balanced education. This includes the National Curriculum in line with the *Special Educational Needs Code of Practice*.

Our aims are:

- To ensure the SEND and Disability Act and relevant Codes of Practice and guidance are implemented effectively across the school.
- To ensure equality of opportunity for, and to eliminate prejudice and discrimination against children with special educational needs.
- To ensure that pupils with SEND are perceived and treated positively by all members of the school community, and that SEND and inclusive provision is positively valued and accessed by staff and parents/carers/carers.

Objectives

- Identify the needs of pupils with SEND as early as possible by gathering information from parents/carers, education, health and care services and feeder schools or early years settings – where applicable - prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the SENCO and curriculum leaders and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents/carers to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information on the provisions for pupils within the school as a whole.
- Work with and in support of outside agencies such as Inclusion Support and Educational Psychologists when the pupils' needs cannot be met by the school alone.
- Create a school environment where pupils feel safe to voice their opinions of their own needs. Pupil participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the provision for children with SEND is the school's Headteacher and SENCO
- The person co-ordinating the day to day provision of education for pupils with SEND is the school's SENCO

3. Arrangements for coordinating SEND provision

The SENCO and class teachers will hold details of all SEND Support records such as provision maps, behaviour and management plans, IEPs or alternatives or structured conversations and subject targets for individual pupils.

All staff can access:

- The SEND Policy;
- A copy of the full SEND Support Register/List or alternative school document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and pupils with Education, Health and Care Plans);
- Information on individual pupils' special educational needs, including action plans, targets set and copies of their Provision Maps or alternative records of targets set/outcome monitoring.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the staff IT system on individual pupils and their special needs and requirements
- Information on current legislation and SEND provision
- Information available through Nottinghamshire's SEND Local Offer

This information is available to all staff in order to aid the effective co-ordination of the school's SEND provision. In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

4. Admission arrangements

The admission arrangements for *all* pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

Crossdale Primary has strong links with South Wolds Academy and Sixth Form (as one of its feeder schools), for all children and works with the school to put in place clear, structured transition programmes for those who require extra support, including those who have been identified as having SEND.

If a parent chooses to send their child to a different secondary school then Crossdale Primary will also ensure that contact is made with that school in order to ensure a smooth transition for the child.

Crossdale Primary also liaises with pre-school settings and other primaries when children are admitted from these settings to Crossdale Primary. This will entail handing on paperwork about a child and may include phone calls and/or meetings between relevant members of staff.

5. Specialist SEND provision

We are committed to whole school inclusion. We will work with the child, parents/carers and specialist services to develop our provision to support every child's individual needs. For more information on our provision for inclusion see section 10.

The SENCO will work with the Family SENCO (representing The South Wolds Academy and its feeder Primary Schools) as well as the school's senior leadership team to allocate resources and staff appropriately, considering all pupils within school, including those with special needs.

6. Facilities for pupils with SEND

Once a child's specific needs have been identified we will work with the relevant specialist support services to ensure we comply with all relevant accessibility requirements as soon as practicable possibly. For example:

- Physical environments
- Assistive technology
- Increased access to the curriculum and assistance during examinations
- School transport for curriculum activities

Further information may be found in the school's Accessibility plan.

7. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to £6,000. Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with the most complex needs, additional funding is retained by the local authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

The process for allocating resources within the school setting follows this pathway:

1. Discussion between the class teacher and the SENCO in the first instance to raise a concern. The SENCO will direct the class teacher to appropriate resources within the school setting that could meet the pupil's needs. The SENCO and the class teacher will monitor the outcomes of this provision and determine whether progress has been satisfactory, or provision requires escalation.
2. If additional resources including staff resources are required to meet the needs of the pupil then a discussion between the SENCO and senior leadership team would take place. Discussion needs to consider different funding streams that are relevant to the pupil's needs. This could include Pupil Premium, Continuing Care Packages and using the Capitation Element of school allocation for inclusive technology and adaptive furniture. The pupil's information will then be recorded on the SEND Provision Map. An individual action plan is drawn up, detailing provision and how it will be coordinated.
3. When additional resources have been allocated but the pupil has not progressed as expected, the SENCO will consider requesting input from external agencies at the expense of the school and/ or advice and support from the South Wolds Family SENCO Group. The school will coordinate this and, with the external professional, monitor, review and evaluate the effectiveness of this provision.
4. If the additional resources required amount to a cost which is greater than the £6000 identified above, then additional funding can be considered by the Family of Schools through the moderation of an AFN bid (Additional Family Need). Within the moderation process the child's needs are matched against those of similar needs within the family and funding allocated accordingly. If a child's needs continue to escalate or at a high level within the AFN category further review and support can be sourced from the LA SEND officers.
5. Pupils identified with more complex needs who have been moderated by the Family of Schools as HLN (Higher Level Needs) will be referred to a multi-agency panel for further funding consideration.

8. Identification of pupils needs

Identification

See definition of Special Educational Needs at start of policy

A graduated approach:

Quality First Teaching

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEND Support list, they may also fall into this category as continued monitoring will be necessary.
- g) Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- h) The child is formally recorded by the school as being 'cause for concern' due to concern by parent or teacher, but this does not place the child on the school's SEND Support list. Parents/carers are given this information. It is recorded by the school as an aid to further progression and for future reference.
- i) Pupil progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a pupil does have a SEND, parents/carers will be formally advised of this and the decision will be added to the pupil's school record. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENCO, will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents/carers and the pupil.

Parents/carers will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for a statement will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents/carers
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

www.nottinghamshire.sendlocaloffer.org.uk

or by speaking to an Education, Health and Care Plan Co-ordinator on:

0115 9774012 or 0115 9773323

or by contacting the Parent Partnership Service on:

0115 948 2888

- a. Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved developing and producing the plan.
- b. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Graduated Response

South Wolds Family of Schools uses the following descriptions of Levels of Special Educational Needs through its graduated response to children's needs.

Level 1

School Based Provision

A child is receiving well planned and differentiated lessons within school but is not making good progress or has developing needs. Wave 1 interventions.

- Class teacher discusses this with the school SENCO and the child's parents/carers with a view to listing on the school SEN Register if further intervention does secure good progress.
- Class teacher records concerns, tries different approaches and carefully tracks progress.

Level 2

School Based Provision & Resources-

Child MAY be recorded as having Special Educational Needs. The child receives specific interventions, sometimes delivered by other staff and outside of the classroom. The school's SENCO supports the planning of these tailored interventions. Wave 1 and 2 interventions.

- SENCO documents the interventions used to date
- Class teacher and SENCO carefully track progress and monitor impact of interventions. Parents/carers are consulted and kept informed.

Level 3

School Based Provision and child recorded as SEND support. There MAY be some external agency involvement (for instance children with hearing impairment who may have external support from statutory agencies but who do not require extra funding resources or whose needs can be met within the £6,000 minimum from school.) Wave 1,2,3 interventions.

- SENCO and class teacher seek support and guidance from outside specialist agencies or individuals. Based on this input, additional provision is delivered by specialist or school staff. Progress and impact is jointly monitored by SENCO.
- Parents/carers are kept informed.

Level 4 (Additional Family Needs)

School and Family Resourced Provision (the child moderates within the AFN provision within the family)

Additional specialist support and tailored interventions have not yet helped a child make good progress and or the child's needs are growing. Wave 1,2,3 interventions.

- SENCO seeks advice from the South Wolds Family SEND group. If appropriate, additional resources are allocated to the school from a budget shared between the 8 schools in the South Wolds Family.
- Progress is tracked and monitored by SENCO, and specialist support staff. South Wolds Family SEND group receive regular updates on progress.
- Parents/carers are consulted and kept informed.
- A child may move directly from Level 1 to 3 because the school can still meet the child's needs without any external support, but needs the funding resources from the family.

Level 5 (Higher Level Needs)

School and Local Authority Resourced Provision. Wave 1,2,3 interventions.

- South Wolds Family SEND group jointly decide that the resources available to them are not adequate to ensure a child makes good progress. A bid is made direct to Nottinghamshire LA for additional HLN funding and resources.
- Progress is tracked and monitored by SENCO, and specialist support staff. South Wolds Family SEND group and Nottinghamshire LA receive regular updates on progress.
- Parents/carers are consulted and kept informed.
- A child at Level 5 may have an Education, Health and Care Plan (EHCP)

9. Access to the curriculum, information and associated services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, in line with the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers for other flexible arrangements to be made.

The Senior Leadership Team review the school curriculum on an annual basis or as directed by Government. During this time the SEND provision within it is reviewed and adapted, as necessary.

The SENCO and the class teacher is responsible for the following:

- Keeping staff fully informed of the special educational needs of any pupils in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all pupils including those with SEND
- Making use of all class facilities and space
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Making sure that individual or group tuition is available where it is felt that pupils would benefit from this provision.
- Setting appropriate individual targets that motivate pupils to do their best and celebrating achievements at all levels.

10. Inclusion of Pupils with SEND

The SENCO oversees the school's policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed by the Senior Leadership Team to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through the termly 'Springboard meetings', Early Help Unit, the Multi-Agency Safeguarding Hub and the Primary Behaviour Partnership. The school can also buy in specialist advice as needed.

11. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This can include through parents/carers' evenings, review meetings, structured conversations, pupil interviews, parents/carers' questionnaires.

Pupil progress will be monitored on at least a termly basis in line with the SEND Code of Practice. The SENCO will review class data at least once a term in order to review the progress of children who have been identified as having SEND. This will also be the time when children who are making below expected progress will be highlighted and discussed with SLT and the class teacher in order to decide what support they may need. The SENCO will evaluate the provision for the children by analysing this data. There may be occasions when

progress has been made, but the data may not reflect this as it has not been enough to show in the child's 'level'. In cases like these the SENCO will use 'finer' assessments such as the Sandwell Assessments for maths, tailor made assessments or through observations of the child and discussions with the class teacher (where anecdotal evidence may be provided).

There is an at least termly formal evaluation of the effectiveness of the school SEND provision and policy. The evaluation is carried out by the SENCO, Headteacher and SEND governor and information is gathered from an interview with the SENCO. This will be collated and published by the governing body of a maintained school (or the proprietors of Academy schools) on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform school development and improvement planning.

11. Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO, who will be able to advise on formal procedures for complaint.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND.

Our school operates the following training programmes:

- MAPA (Managing Actual and Potential Aggression) training
- Training with the Family of Schools at least once a year
- Training also occurs as a result of needs of the school. For example, if the school were to admit a pupil with a specific need that staff felt they needed training on then this training would be made accessible to them.

The SENCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCO, with the senior leadership team, ensures that training opportunities are matched to school development priorities and those identified through the use of provision management (see Section 11).

14. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENCO who will then inform the child's parents/carers.

The following services will be involved as and when is necessary:

- Educational Psychologists
- Inclusion Support
- Teachers for the Deaf
- Behaviour Support Service
- Children's Centre

15. Working in partnerships with parents/carers

See also our Parent Partnership policy.

Crossdale Primary School believes that a close working relationship with parents/carers is vital in order to ensure

- a) early and accurate identification and assessment of SEN leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through parents/carers' evenings, review meetings and reports at the end of the year. Of course, parents/carers are always able to arrange an appointment with the SENCO or the class teacher at any time during the year to discuss their child's progress. During these meetings the school will seek feedback from parents/carers about how they feel their child is progressing and their thoughts about the provision for their child.

If at any time a parent has a concern about the provision and/or progress of their child, then they may wish to contact the class teacher or SENCO to discuss this. If they still have concerns, then they are able to contact the Headteacher.

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

If an assessment or referral indicates that a pupil has additional learning needs the parents/carers and the pupil will always be consulted with regards to future provision. Parents/carers are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child. The school's SEND governor, Nic Seller, may be contacted at any time in relation to SEND matters.

16. Links with other schools

The school is a member of the South Wolds Family of Schools. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise.

17. Links with other agencies and voluntary organisations

Crossdale Primary School invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCO is the designated person responsible for liaising with the following:

- Rushcliffe Education Psychology Service
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Language and Learning Support Service
- Specialist Outreach Services

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents/carers will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safeguarding issues.