



Crawford Village
Primary School & Nursery

*Small enough to care... big enough to
inspire*

S E N D P o l i c y

SEND Policy

Introduction

At Crawford Village Primary School we value the abilities and achievements of all our pupils. We believe that all children have the right to receive the highest quality of education and we are committed to providing the best environment for each and every child in our care so that they reach their full potential – emotionally, socially, physically and academically.

The staff at our school recognise the need for:

“teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this “ (SEN Code of Practice for 0-25).

As a school we aim to ensure that such provision is made for those who need it, and every teacher is responsible for ensuring that every child accesses this entitlement.

This policy has been developed with the teachers, parents and governors of the school in accordance with the SEN Code of Practice 0-25 guidance (2014) together with the Children and Families Act 2014 which includes the arrangements for the admission of disabled pupils.

The SENDCo at Crawford Village School is Mr R Brearley If you wish to contact Mr Brearley, please phone the school office (01695 622333 or email r.brearley@uphollandcrawfordvillage.lancs.sch.uk)

The SEND Governor is Mrs Wilson

Aims (the longer view)

- To provide a system for the early identification and continuing development of children with Special Educational Needs & Disabilities.
- To raise the aspirations of and expectations for all pupils with SEND.
- To provide a focus on outcomes for our SEND children and not just hours of provision and support.
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs & Disabilities to achieve their full potential

Objectives (to do this we will ...)

- Identify, at the earliest opportunity, barriers to learning for pupils with SEND.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard
- Work effectively with parents and/or carers and with relevant outside agencies to fully meet the needs of children with SEND.
- Involve children and parents and/or carers in the identification and review of the targets set for individual pupils.
- Work within the guidance provided in the SEND Code of Practice, 2014.
- Provide a Special Educational Needs Co-ordinator (SENDCO) who will be responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND.
- Ensure that all staff have access to appropriate training and advice to support quality teaching and learning for all pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.

A Graduated Approach to SEND at Crawford

‘All teachers are teachers of SEN children’ (Code of practice, 2014)

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.

At Crawford the progress of every child is carefully monitored at regular pupil progress meetings. Where children are identified as not making expected progress in spite of Quality First Teaching, they are discussed with the SENDCo and a plan of action, which may include appropriate interventions, is agreed with the teacher and shared with parents. At Crawford Village School we call this stage ‘First Response’ (CFC).

If a child still remains a concern and continues to make less than expected progress despite the additional support together with high quality personalised teaching, they may be moved onto the next stage which is SEN Support (SENS). At this stage an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Targeted Learning Plan (TLP) will be developed; this will be discussed with both the pupil and the parent/carers on a regular basis (at least once every term). Additional interventions and/or support will be put in place as and when appropriate. External services or specialist teachers may also be accessed at this stage.

If a child has lifelong or significant difficulties then they may undergo a statutory assessment process, which is usually requested by the school but may be requested by the parents. This will occur when the complexity of need or lack of clarity around the needs of a child are such that a multi-agency approach to assessing that need to planning provision and identifying resources is required.

The application for an EHC plan (Education and Health Care Plan) will combine information from a variety of sources e.g. parents, teachers, SENDCo, Social Care, healthcare professionals and Educational Psychologist

Information will be gathered relating to the current provision provided. The decision will be made by a panel of professionals from education, health and social care about whether a child is eligible for an EHC plan. Parents have the right to appeal against the decision not to initiate a statutory assessment which leads to an EHC plan.

Further information about EHC Plans can be found via the SEND local offer on the school website or follow this link.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

This is a fluid process therefore when specific planned provision has been successful and significant progress has been made pupils should then be removed from the SEND register and progress monitored in class to ensure progress continues.

Supporting SEND pupils at Crawford Village Primary School

The support provided consists of a four part process:

Assess, Plan, Do and 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 pupils needs using the class teacher's assessments 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 experiences of the parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome.

Plan

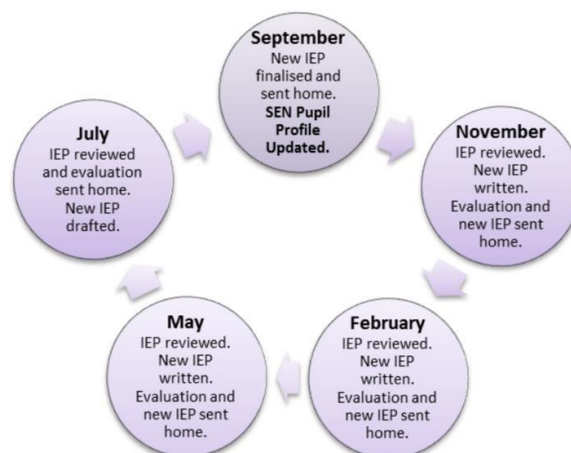
Planning will involve the SENDCo, teacher and parents or carers, as appropriate, to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. School IEPs (Individual Education Plans) are put in place for children on SEN support and parents are informed and targets shared. Parents are invited to termly meetings with the SENDCo and class teacher to discuss the progress of their child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis, even where interventions may involve group work or one to one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENDCo and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.



Criteria for exiting Special Educational Provision

When the child has made relevant progress, further interventions are not needed and the child is achieving age related expectations parents will be invited into school to review their child's progress. A decision will then be made whether their child should or should not be kept on the SEND register. Their class teacher and the SENDCO will continue to track the child's progress closely.

SUPPORTING PUPILS WITH MEDICAL CONDITIONS

Crawford Village Primary School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. In all cases the SEND Code of Practice 2014 will be followed.

If a pupil has a medical need then a detailed Health Care Plan is compiled with support from the school nurse in consultation with parents/carers. These will be updated as and when appropriate. Care plans are shared with all staff at school.

Where necessary and in agreement with parents/carers medicines are administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.

All staff receive appropriate training to support pupils who have specific medical needs.

Looked After Children with SEND

A Looked after Child with SEND will be assigned to a designated member of staff who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need an SEN Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

Safeguarding Children with SEND

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff at Crawford are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers. Staff recognise that children with SEND face additional safeguarding challenges both online and offline. These barriers can include: assumptions that indicators

of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration, these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, communication barriers and difficulties in managing or reporting these challenges and cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so. Staff can also recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENDCO, with extra pastoral support and attention available for pupils with SEND.

Admissions

Pupils with special educational needs will be admitted to Crawford Village Primary School in line with the school's admissions policy. The school will use their induction meetings to work closely with parents and any outside agencies to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty with learning we will ensure that all relevant information is collected in order to plan an appropriately differentiated curriculum.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes - including from nursery school - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher and SENDCo when appropriate.
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to High School

The secondary school SENDCo is invited to Annual Reviews and other review meetings. There is a yearly transition meeting between Secondary school SENDCos, the Class Three Staff and SENDCo. All relevant paperwork is shared with Secondary Schools upon the completion of a pupils transition. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Governors

The Governing Body has identified a governor (Mrs Mary Wilson) to have oversight of SEND provision in the school and to ensure that the full governing body is kept informed of how the school is meeting the statutory requirements. (For roles of governing body: Code of Practice Section 1:16 – 22, 1:39.)

Storing and managing information.

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, the headteacher or the SENDCo, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEN is recorded in the pupil's SEND file. This is kept in a locked filing cabinet.

Complaints

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. If you wish to make a complaint regarding your child's support within school please contact the SENDCo in the first instance.

Parents who wish for external support should contact the SEND Information Advice and Support Service (SENDIASS) for impartial assistance. Contact details are as follows: telephone 03001236706 (Monday – Friday 9 a.m. to 5 p.m.) or email information.lineteam@lancashire.gov.uk

Equal Opportunities

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgemental attitude throughout school.

Lancashire Local Offer

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Local Offer is available from the website:

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

Reviewed

May 2015	Mary Wilson (SENDCo)
May 2016	Mary Wilson (SENDCo)
May 2017	Gillian Wilton (Headteacher)
February 2018	Mary Wilson (SENDCo) & Debra Eaton (Headteacher)
February 2019	Debra Eaton (Headteacher)
February 2020	Mary Wilson (SENDCo) & Debra Eaton (Headteacher)
September 2021	Bridget Mashiter (SENDCo) & Debra Eaton (Headteacher)
January 2022	Debra Eaton (Headteacher)
June 2022	Robert Brearley (SENDCo)
October 2022	Robert Brearley (SENDCo)
November 2023	Robert Brearley (SENDCo)