



Cromford Church of England
Primary School
Special Educational Needs and
Disability (SEND) Policy.

Special Educational Needs and Disability (SEND)

Policy May 2024

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (Jan 2015) and has been written with reference to the following guidance and documents:

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- Equality Act 2012: advice for schools (February 2013 and updated 2018)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 Framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Plan
- Teacher's Standards (2012 and updated December 2021)

[SEND code of practice: 0 to 25 years - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/send-code-of-practice-0-to-25-years)

Information

Our SEND policy reflects the SEND Code of Practice 2014, 0-25 guidance. It has been shared with the school's governing body and will be reviewed regularly.

A SEND Information Report will be shared with parents, carers and the governing body and published on the school's website. This will be updated annually.

Cromford Church of England Primary School adopts a 'whole school approach' to special educational needs, which involves all staff adhering to a model of good practice. All the staff of the school are committed to identifying and providing for the needs of all children in a wholly inclusive environment.

Aims and Objectives in this policy

1. To identify and provide for pupils who have special educational needs and additional needs in line with the Graduated Response.
2. To work within the guidance provided in the SEND Code of Practice, 2014.
3. To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
To identify a Special Educational Needs and Disability Co-ordinator (SENDCO) who will support staff in implementing our school policy.
4. To provide support and advice for all staff working with special educational needs pupils.

Definition of SEN

SEND means Special Educational Needs and Disabilities. For the purpose of this policy, and with regard to the SEND Code of Practice 2014, we will use the following definition of SEND:

A child has special educational needs if he or she has a:

- *Significantly greater difficulty in learning than the majority of others of the same age, or*
- *A disability or health condition which prevents or hinders him/her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.*

Identifying SEND

Regular progress assessments for all pupils are carried out, with the aim of identifying pupils who are making less than expected progress given their age and individual circumstances.

We identify children with SEN using the following criteria:

- The child is not making adequate progress despite a differentiated and personalised curriculum (characterized by progress which means the child is typically 2 years behind)
- The child is supported by outside agencies
- The child has social, emotional or mental health needs (SEMH) which are affecting learning
- A physical impairment

The area of special need will be identified across the following four, broad areas of need:

- **Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to or they cannot understand what is being said to them, or they do not understand or use social rules of communication.

Children with ASD including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction.

- **Cognition and Learning:** Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties.

Specific learning difficulties (SpLD) affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia and require specific programmes to aid progression in cognition and learning.

- **Social, Emotional and Mental Health:** Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging or disruptive behaviour. These behaviours may reflect underlying mental health difficulties, such as anxiety or depression. Other children may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.
- **Sensory and/or Physical Needs:** Impairments which prevent or hinder people from making use of the educational facilities, generally provided. Children may have profound and permanent deafness (HI) or visual impairment (VI) or lesser, temporary levels of loss. They may have physical impairments arising from physical, neurological or metabolic causes requiring access to specific facilities or equipment. Their difficulties may cause them emotional stress or physical fatigue.

Children experiencing difficulties in any one or a combination of these areas may be entered on the SEND register. Behavioural difficulties do not necessarily mean that a child or young person has a SEND and should not automatically lead to a pupil being registered as having SEND.

The following are not considered to be SEND but they may affect progress and attainment:

- Disability (if reasonable adjustments can be made Code of Practice 0-25)
- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman

A Graduated Approach through Quality First Teaching

Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators will be monitored. Staff will discuss the progress of SEND children in the Pupil Progress meetings with the Headteacher.

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/barriers to learning. The child's class teacher will take steps to provide adaptive teaching through Quality First Teaching that will aid the pupil's academic progression and enable the teacher to have a better understanding of the provision and teaching style that needs to be applied.

The SENDCO may be consulted as needed for support and advice and may wish to observe the pupil in class. Parents will be informed fully of the different stages of their child's development. They are encouraged to share their feelings, opinions and experiences with the school as this forms part of the range of evidence in identifying a child as having Special Educational Needs.

The child is recorded by the school as being monitored due to concern by a parent or teacher, but this does not automatically place the child on the school's SEND register.

SEN Support

Once a pupil has been identified with SEND, the school will employ a graduated approach to meeting the pupil's needs. This will be through a four-part cycle-**assess, plan, do, review** – whereby earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

The process is as follows:

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. The pupil's views, where relevant, and 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.

PLAN

Planning will involve consultation between the teacher, SENDCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development or behaviour that is expected and a clear date for review. 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 interventions may involve group or one to one teaching away from the main classteacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with the classroom teaching. Support, with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support, will be provided by the SENDCO.

REVIEW

Reviews of a child's progress will be made regularly. 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, where necessary, the parents. The class teacher, in conjunction with the SENDCO, will revise the support and outcomes based on the pupil's progress and development making any necessary adaptations going forward, in line with the agreed review date.

Funding for SEND support

Where additional pupil needs are identified, the school will use its delegated funding allowance (SEN notional funding) to provide early intervention support for the benefit of pupils identified with SEND. Where pupils with SEND have been receiving early intervention support but are still not making sufficient progress, the school will consider accessing high needs top-up inclusion funding from the LA to provide additional specialist support.

Referral for an Education, Health and Care Plan

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the Special Educational Needs of a pupil, they have not made expected progress or have longer term needs which may be permanent, the school, in consultation with parents, will consider requesting an Education, Health and Care needs assessment. This will occur where the complexity of need or 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 application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers / SENDCO
- Social Care
- Educational Psychologist / Clinical Psychologists (if appropriate)
- Health Professionals – CAMHS, School Health, Paediatricians

Education, Health and Care Plans

Following the EHC Needs assessment, an EHC Plan will be provided by Derbyshire County Council, if it is decided that the child's needs cannot be met by the support that is ordinarily available. The school and the child's parents will be involved in developing and producing the plan.

Parents 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.

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 and the pupil. The Pupil Centred Review (previously the annual review) ensures that the provision for the child is evaluated and where appropriate amended, for example: reducing or increasing levels of support or amending objectives.

Admissions

We will ensure we meet our duties set out under the DfE's 'School Admissions Code' by:

- Not refusing admission for a child thought to be potentially disruptive, or likely to exhibit challenging behaviour, on the grounds that the child is first to be assessed for SEND.
- Not refusing admission for a child that has named the school in their EHC plan unless their needs cannot be met within the school.
- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child who has SEND but does not have an EHC plan because the school does not feel able to cater for those needs.
- Not refusing admission for a child who does not have an EHC plan.

- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.

Local Offer

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 Derbyshire 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.

Parents and pupils will know what support can be expected to be available across education, health and social care from age 0-25 and how to access it. The Local Offer will include eligibility criteria for services, where relevant, and make it clear where to go for information, advice and support, as well as how to make complaints about provision or appeal against decisions.

More information can be found on: <https://www.localoffer.derbyshire.gov.uk/home.aspx>

Inclusion of all pupils with SEND

The Headteacher and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively through school. The school curriculum is reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom. The school will seek advice about individual children, with external agencies when appropriate.

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.

Links with Support Services

The school has a strong working relationship and links with external agencies in order to fully support our pupils with SEND and aid school inclusion. Sharing information and knowledge with support services is key to the effective and successful SEND provision at our school.

Support Services include:

- Educational Psychology
- Health – Paediatricians, Clinical Psychologists
- CAMHS (Child, Adolescent and Mental Health Service)
- Speech and Language Therapists
- Visual, hearing or physically impaired services
- Physiotherapists, Occupational Therapists
- Behaviour Support Service
- Autism Outreach
- Support Service for Special Educational Needs
- Specialist Outreach Services – Autism Outreach
- Social Services
- Multi Agency Teams

Supporting pupils and families

Cromford Church of England Primary School, produces a SEN Information Report which can be accessed through our school website. The aim of this document is to produce a reader friendly breakdown of the support available for pupils with SEND in our school.

If a child needs additional support with external tests, such as SATs, we apply for special dispensations as a school. This is arranged by the Headteacher.

Transition

When moving to a new year group, information is shared with the new class teacher regarding provision, strategies and interventions. When a child moves from the nursery setting, from another school or to secondary school, staff liaise with each other and share information. Records are transferred and additional transition visits are set up for individual children, if appropriate.

Supporting successful preparation for adulthood

The school is aware that being supported towards greater independence and employability can be life-transforming for pupils with SEND. It recognizes the importance of starting early, centering on pupil aspirations, interests and needs, and will ensure that pupils are supported at developmentally appropriate levels to make a smooth transition to what they will be doing next, for example, moving on to higher education. We will:

- Seek to understand the interests, strengths and motivations of pupils and use this as a basis for planning support around them.
- Support pupils so that they are included in social groups and develop friendships
- Ensure that pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.
- Engage with secondary schools, as necessary, to help plan for any transitions.

Supporting children in schools with medical conditions

The school recognises that pupils 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 also be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some children may also have Special Educational Needs and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2015) is followed.

Arrangements are put in place to support individual pupils with their specific medical needs/conditions. Meetings are held between parents, and the relevant medical professionals. Where appropriate, Health Care Plans are drawn up. Staff administering medicines or working with children with specific needs receive appropriate training. We work in accordance with the Supporting Pupils at School with Medical Conditions published by the DFE in April 2014.

Accessibility

The layout of the school facilitates relatively easy access for adults and children with disabilities to all areas. Doors are sufficiently wide enough for wheelchair access and ramps outside allow access into the school. There is a disabled toilet. The school has an accessibility plan.

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 with the Headteacher who will be able to advise on formal procedures for complaint.

Reviewing the policy

This policy will be reviewed annually.

Reviewed May 2024.