

The SEND Policy

Croyland Primary School

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This policy has been written to make clear the roles, responsibilities and actions undertaken to ensure the successful inclusion of pupils with special educational needs and disabilities at Croyland Primary School.

All members of the school community are expected to adopt behaviours which support our inclusive ethos and ensure the best possible progress for all pupils whatever their specific needs

The quality of teaching for pupils with SEND, and the progress made by pupils, is a continued SDIP focus every two years.

Definition of Special Educational Needs and Disabilities (SEND).

The SEND Code of Practice provides the following definition:

A child or young person has Special Educational Needs if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or, has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

The purpose of this policy:

To those reading this policy, it is our hope that the information contained within it provides the reader with an understanding of how at CPS:

- pupils are identified with special educational needs and disabilities;
- the graduated approach to supporting pupils with additional educational needs;
- how the needs of all pupils are met and how they are included in every aspect of school life;
- how parents are involved in the planning and assessment for pupils with SEND and/or disabilities;
- how school staff engage in partnership working to ensure the best outcomes for the pupils here.

This policy has been developed in line with the new SEND and Disability Code of Practice 2014.

SEND Information Report

CPS sets out its SEND information in the SEND Report. This report is accessible on our school website and as an appendix to this policy, it is intended to provide parents with the information that they require to make informed decisions about their child's education and as to whether we are the best school for their child.

Identification and Assessment

CPS is committed to early identification of special educational need and adopts a graduated response to meeting pupil's special educational needs in line with the 2014 Code of Practice. Leaders recognise that early identification is key to improving long-term outcomes for pupils. A range of evidence is collected through the usual assessment and monitoring procedures

adopted for all pupils and action is taken if this suggests that the learner is making less than expected progress despite high quality targeted teaching within the classroom.

If this is the case, the pupil's learning profile and needs will be discussed with the SENDCo in order to decide if additional/different provision is required and, if so, what form this provision needs to take.

Support will be put into place immediately to secure better progress for the pupil. The pupil will also be registered on the school's SEND register if the school decides that the pupil requires different/additional support in order to make good progress and achieve the desired outcomes.

Once on the schools' SEND register an area of need will be identified. These are based on the four areas of the SEND Code of Practice (2014/15)

- Communication and interaction (Autism Spectrum Disorders and Speech, Language and Communication Needs)
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical (Hearing impairment, Visual impairment, Dual Sensory Needs, Physical and Medical Need)

Early Years: Foundation Stage

If a child is not making expected progress in relation to the 3 prime areas of early years development (Personal Social & Emotional, Communication & Language and Physical Development) this will clearly impact on their ability to make good progress in relation to the 4 specific areas (Literacy, Mathematics, Understanding the World & Expressive Arts and Design) through which the prime areas are strengthened and applied.

Where a child appears to be functioning behind age appropriate expectations, or where a child's progress gives cause for concern, staff will liaise closely with the SENDCo to ensure their holistic needs are met.

Some children can and will be identified as having additional needs within The Early Years Foundation Stage. It may be clearly evident what the child's primary need is; however, for the majority of children it will take time for the primary need to be established through ongoing observation and assessment by all staff involved.

Primary Years

The school recognises that slow progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Our SEND Offer:

The range of support provided each year is developed in response to the identified needs of the pupils within each cohort and is identified on a provision map.

An analysis of the provision map is provided to The Headteacher twice yearly.

As an inclusive school, we do not seek to closely define the special educational needs for which we will make provision under the headings above. Historically we have had success in providing for a wide range of different needs, when budget, resources and availability of expertise has allowed. This has included pupils with · Dyslexia · Autistic Spectrum Disorders (including PDD/PDA) · Prader Willi Syndrome · Dyspraxia · Dyscalculia · Visual Impairment · Hearing Impairment · ADHD/ODD · Attachment Disorder · Speech, Language and Communication Difficulties · Down's syndrome · Learning difficulties · Epilepsy · Diabetes · Sensory Processing Difficulties · Physical Difficulties · Apert Syndrome · DiGeorge Syndrome.

Admission to Croyland Primary School:

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need.

In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. The Governing Body and Senior Leadership Team understand that initially, it is their responsibility to make provision for a pupil with special educational needs through the school's devolved SEN budget.

The additional cost to school of educating a child with SEND is not a barrier to any child's application with us. As a mainstream school, it would clearly be difficult for us to make provision for pupils whose needs and/or demands are significant, severe or profound – to the extent that it could be argued that they would be most appropriately placed in a special school or a more specialist resourced provision (SRP).

However, we do not rule this out and would make a careful assessment of the needs of each pupil in constructive conversation with other agencies to ensure that the best provision is provided.

Provision Map:

The provision map will show the school's interventions as well as the support of specialists and outside agencies if they are involved. This will give an informed overview of the interventions, as well as the impact and the progress that the pupil has made as a result. The provision map will form part of a progress check every two terms. The SENDCo will use the provision map to analyse the impact that interventions have had on the children.

Croyland Primary School has established and will maintain a culture of high expectations that expects those working with children and young people with SEND or disabilities to include them in all the opportunities available to other children so they can achieve well – even if this requires extra planning and adaptations to be made.

Planning, teaching and the curriculum

Planning at Croyland Primary School focuses on delivering high quality first teaching that is adapted, personalised, and will meet the individual needs of all children with SEND. Special educational provision is underpinned by high quality first teaching and is compromised by anything less.

All pupils have access to a curriculum that will prepare them for adulthood in order to succeed in life. The National Curriculum Inclusion Statement states that teachers should set high expectations for every pupil, whatever their prior attainment. Teachers use internal assessments to identify areas of difficulty. Lessons are planned to address these areas of difficulty and to remove barriers

to pupil achievement. In many cases, such planning will mean that pupils with SEND and disabilities will be able to study the full national curriculum.

Where attainment lies outside of National Curriculum expectations, the school uses Assessment for all as both a curriculum and an assessment tool to our children achieve well.

Curriculum Access

The school has invested in a variety of resources to meet the needs of the children who require something different to be able to access the curriculum and school life. Details of these can be found in our SEND Information Report.

Where children are underachieving and/or identified as having special educational needs, we provide for these additional needs in a variety of ways and might use a combination of these approaches to address identified needs.

It is the criteria of being an effective teacher to adapt work as part of quality first teaching.

Small group withdrawal time (limited and carefully monitored to ensure curriculum entitlement is not compromised).

- Individual class support/ individual withdrawal.
- Bilingual support/access to materials in translation.
- Teachers provide visual structure in every class in the form of visual timetables and checklists (Depending on the needs of the children in the class, these can take the form of individual Now/Next boards or as a class pictorial timetable).
- Individual work spaces/work stations.
- Time out/quiet space in each class, which is equipped with sensory resources.
- Children have access to a sensory room and calm room for children who require additional sensory/nurturing experiences to complement their learning.

The school has invested in a variety of resources to meet the needs of the children with special educational needs within the four categories mentioned previously. Details of these can be found in our information report.

Individual Provision Plans

Provision made that is different from, or in addition to, everyday classroom provision is recorded on a pupil provision plan. The class teacher in conjunction writes them with any other teachers, support staff and any other professionals that the child works with. The focus is the “additional to” and “different from” provision that the child receives in order to access their learning, the school day and their relationships with others. Provision Plans are shared with parents once they have been developed and again once all professionals have reviewed them involved where this is appropriate.

Provision Plans will include:

- The area of need or needs in relation to the SEN Code of practice 2014/15;
- The level of support (SEN support, SEN support plus or EHCP);
- Specialist Support involvement and other important information;
- School and external agency intervention;
- The provision that is been made so that the child can succeed.

IPPS are evaluated at the end of every term but monitored through the term by the phase leader to ensure that the strategies suggested are proving effective for the child.

One Page Profiles

One-page profiles are created for every child with SEND. The one page profile is completed together with the parents, children and staff in school. The document is divided into four sections:

What do people admire and like about me?

What do I like doing at school and at home?

What is important to me and makes me happy?

What will help me?

This document is reviewed along with the child's Individual Provision Plan at SEND Review Meetings.

Graduated approach

Pupils will be offered additional SEN support when it is clear that their needs require intervention, which is "additional to" or "different from" the well-differentiated curriculum offer for all pupils in the school, or they have a special educational need as defined by the SEN Code of Practice 2014.

Under-achieving pupils and pupils with EAL who do not have SEN will not be placed on the list of pupils being offered additional SEN support (but will be on the school's provision map).

Where a pupil is identified as having SEND, school takes action to remove barriers to learning and put effective special educational provision in place. The SEND support takes the form of a four-part cycle through which 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. This is known as the graduated approach. For this the cycle of assess, plan, do and review is adopted.

Pupils identified as having SEND will be supported appropriately to their need. This may be internally, with school supporting and meeting pupils needs, or if required school will request additional support through Northamptonshire Health Care; RMC and further advice from external agencies to ensure pupil progress and that pupils' needs are met.

It may be decided that a very small number (but not all) of the pupils on the SEN list will require additional Early Help Locality Funding, for which an application needs to be made to the Local Authority, to ensure their underlying special educational need is being addressed. This is particularly the case where outside agencies have been involved in assessing the pupil or contributing to their provision.

Where the school can evidence that more than £6,000 above the Average Weighted Pupil Unit has, or will need to be, spent on a pupil within any one financial year, in order to meet his or her special educational needs, an application will be made to the Local Authority, with particular regard to the success criteria and SEN Descriptors published as part of the Local Offer.

Where a pupil has a significant, severe and sustained need, it may be necessary to enter a multi-disciplinary assessment process with health and social care in order to consider the need for an Education Health and Care Plan.

Education Health Care Plan (EHCP)

If a pupil has a high level of need and is not making adequate progress through support provided from school and external agency intervention school may apply for an Education, Health and Care Plan. In these cases statutory assessment can be applied for, with the parents, local authority and school deciding on the most suitable provision to meet pupil needs. If the outcome is that an EHC plan will be provided, then the local authority will set out the provision needed, following multi agency meetings. EHC Plans are reviewed annually or whenever requested by parents, school or other agencies.

Pupils with an Education Health and Care Plan will have access to all arrangements for pupils on the SEN list (above) and, in addition to this, will have an Annual Review of their plan.

Some (but not all) children with EHCP's will have their progress measured using the Assessment for All Framework: (Pupil Rainbow targets). The AFA assessment tool reflects a more bespoke curriculum, which measures the aspects of the child's development that we value as a school. It ensures we are measuring the progress of every pupil, it reflects on their own learning journey and enables staff to plan further learning opportunities relevant and specific to the child.

Our school will comply with all local arrangements and procedures when applying for Early Help Locality Funding and will ensure that all pre-requisites for application have been met through ambitious and pro-active additional SEN support using our devolved budget at an earlier stage.

Our review procedures fully comply with those recommended in Section 6.15 of the Special Educational Needs Code of Practice and with local NNCC policy and guidance - particularly with regard to the timescales set out within the process.

Assessing and Reviewing pupils' progress and the effectiveness of our educational provision for pupils with Special Educational Needs:

Depending upon the stage of support as outlined above, the progress of our pupils will be assessed and reviewed through;

- The school's generic processes for tracking the progress of all pupils,
- Half termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil),
- At least half-termly evaluation of whether pupils in receipt of Early Help Locality Funding and/or with Education Health and Care Plans are meeting their individual targets, which have been written to address their underlying special educational need,
- Annual review of Education Health and Care Plans are prescribed in the SEND Code of Practice (September 2014),
- Half termly consultations with Intervention Teachers about progress made and a review of the impact of the intervention on the pupils.

Transition

SEND pupils will be supported through all aspects of transition with individual needs being the driver for planning, preparation and provision. Transitions can be difficult for a child with SEND and steps are taken to ensure that any transition is as smooth as possible. When moving classes in school, information about pupils will be passed on to the new class teacher in advance and a planning meeting will take place between the new teacher and current class teacher. Individual Provision Plans will be shared with the new teacher and children will spend time in their new

classrooms with their new teachers/assistants to familiarise themselves before they move classes. Additional provision will be provided where this has been identified as necessary.

If a pupil, moves to another school, either at the end of phase or a mid year transfer, their needs will be discussed with the SENDCo from the new school and the SENDCo will ensure that all documents are passed on as quickly as possible. Extra visits may be arranged to aid the smooth transition for pupils that would benefit from this.

Medical Conditions

Extract taken from SEND Code of practice 2014.

'The Children and Families Act 2014 places a duty on maintained schools and academies to make arrangements to support pupils with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such pupils. Where children and young people also have special educational needs, their provision should be planned and delivered in a co-coordinated way with the healthcare plan. Schools are required to have regard to statutory guidance supporting pupils at school with medical conditions (DfE, 2014).'

Croyland Primary School adheres to the above and ensures pupils with medical needs have their needs met through appropriate arrangements, which often take the form of individual health care plans. Where these are required, they will be developed in liaison with the School Nurse and parents.

Record Keeping

The school keeps a central register of all pupils who have been identified as having SEND. The register records details of child's name, date of birth, area of need, which range they are in, date of registration and/or withdrawal from register. The SENDCo and Headteacher keep copies of the school register. Each child identified as having SEND has their own individual file. This contains information re any observations, support plans, medical reports, minutes of review meetings, assessment information and reports from any external agencies. These files are kept in a secure unit, which can be accessed by the SENDCo, Headteacher, Deputy Headteacher and class teacher where appropriate.

Roles and Responsibilities

The Governing Body:

Ensuring the ongoing achievement and success of SEND learners is a collective responsibility of the Governing Body. At CPS, this has become the responsibility of a specific SEND Governor. The SEND Governor is the Governing Body's champion for Learners with SEND and those with inclusion needs. Their role is to support and challenge the Headteacher/ SENDCo to ensure that no learner is treated less favourably, denied opportunity or left behind because they have additional needs. It is a crucial role to improving learner's lives.

Our Nominated SEND Governor is Gill Sawford:

For further information on the role of the SEND Governor, see appendix B

Headteacher/ Deputy Headteacher

The Headteacher and Deputy Headteacher are responsible for monitoring and evaluating the progress of all pupils and for making strategic decisions which will maximise their opportunity to learn. Strategic decisions are underpinned from research of what is deemed as effective practise.

Special Educational Needs Co-ordinator

The school has a SENCo who takes the leading role in co-ordinating support and provision for children who are targeted or require specialist Special Education Needs or Disabilities (SEND) provision; including support from outside agencies. The SENDCo monitors, advises, evaluates and plans for the development of inclusive practice and provision for targeted or SEND pupils across the school.

The SENDCO also oversees an Inclusion Team. The team includes;

- Teachers responsible for teaching pupils within the unit provision
- Designated Teacher for looked after/post adoption children
- Designated Teacher for children with medical needs
- TA responsible for Speech and language Intervention
- Named Pupil Teacher Assistants

The names and contact arrangements for these members of staff can be found in the Special Educational Needs Information Report.

Further information about the roles and responsibilities of the above staff can be found in their respective policies.

Assistant Headteacher for Inclusion

In line with the recommendations in the SEN Code of Practice 2014, The Assistant Head of Inclusion also oversees the day-to-day teaching and learning for pupils with SEND in the following ways:

- Maintenance and analysis of whole school provision map for all vulnerable learners to ensure staffing deployment, resource allocation and choice of intervention is leading to good outcomes.
- Identification on this provision map, a staged list of pupils with special educational needs- those in receipt of additional SEN support from the schools devolved budget, those in receipt of Early Help Locality Funding and those with Education Health and Care Plans.
- Co-ordinating and provision of professional development to meet pupil need.
- Complete referral procedures to the Local Authority to request Early Help Locality Funding (EHLF) AND/ OR an Education Health and Care Plan.
- Implementing a programme of Annual Review for all pupils with an Education, Health and Care Plan. Complying with requests from an Education Health and Care Plan Co-ordinator to participate in a review.
- Ensuring co-operative and productive partnership with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of SEND learners.
- Evaluating regularly the impact and effectiveness of all additional interventions for all vulnerable learners (including those with special educational needs).
- Monitoring the school's system for ensuring that Individual Provision Plans (IPPs), where it is agreed they will be useful for a pupil with special educational needs, have a high profile in the classroom and with pupils (see previous section on IPPs).
- Meeting at least termly with each teacher to review and revise IPPs for all vulnerable learners in their class who are being tracked on the school provision map.
- Liaising and consulting sensitively with parents and families of pupils on the SEND list, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.

- Overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils on the vulnerable learners provision map.
- Attending area SENDCo Forum meetings and training where appropriate.
- Liaising with the school's Inclusion Governor, keeping them informed of current issues regarding provision for vulnerable learners, including those with Special Educational Needs (nationally, locally and within school).

Phase Leaders

The school has four phase leaders; in EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2 who support the class teachers and SENDCo in providing the effective operational delivery of focused interventions in their particular phase.

Class teacher:

The role of the class teacher is fundamental in our provision for children with SEND. They are ultimately responsible for the learning gains of the pupils in their class and their responsibilities (listed below) and classroom provision is monitored and evaluated by the SENDCO

- Liaising with the SENDCO to agree which pupils in their class are vulnerable learners, which pupils are underachieving and which need to have additional interventions but who do not have special educational needs.
- Identification of pupils who require additional support because of a special educational need and need to be added onto the school's SEND list. Some of these pupils may require advice/support from an outside professional and, therefore, an Individual Provision Plan to address a special educational need
- Securing good provision and good outcomes for all groups of vulnerable learners by: providing adaptive teaching and learning opportunities, including differentiated work for EAL pupils which reduces linguistic difficulty whilst maintaining cognitive challenge
- Ensuring there is adequate opportunity for pupils with special educational need to work on agreed targets which are genuinely "additional to" or "different from" those normally provided as part of the differentiated curriculum offer and strategies". (SEN Code of Practice 2013) ensuring effective deployment of resources – including teaching assistant support - to maximise outcomes for all groups of vulnerable learners.
- Preparing and Evaluating Individual Provision Plans as a record of support provided.

Working with pupils to support positive outcomes:

At CPS we recognise that all pupils have the right to be involved in making decisions and exercising choice. In most lessons, all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning.
- Identify their own needs and how they best learn.
- Share in identifying their individual challenges across the curriculum/school life so that they are clear in how they need to improve and what support they are being given.
- Self-review their progress; monitor their success on their Individual Provision Plan.

Monitoring and Evaluation

The monitoring and evaluation of the effectiveness of our provision is carried out in the following ways:

- Classroom observation by the SENDCO, EMA co-ordinator and SLT.
- Ongoing assessment of progress made by intervention groups (with detailed termly intervention reports completed by the Intervention Teachers alongside class teachers, pupils and parents).
- Teacher reviews with the SENDCO/EMA co-ordinator
- Pupil interviews when setting new IPP targets or reviewing existing targets
- Pupil progress tracking using assessment data
- Monitoring IPPs and IPP targets, evaluating the impact of IPPs on pupils' progress.
- Regular meetings about pupils' progress between the SENDCO/EMA co-ordinator and the Headteacher.
- Close monitoring of the Specialist Resourced Provision (SRP) by the Local Authority in connection with Rowan Gate (Lisa Blackwood).

Quality of Provision for SEN pupils:

As an inclusive school, we do everything we can to ensure that pupils of all abilities and needs are fully included in the life of the school.

Where appropriate and legitimate, we endeavour to provide different ways for all learners to access the same learning experience, rather than withdrawing pupils and providing an entirely different activity.

Our deployment of additional staffing and resources funded from our devolved additional needs budget through the Local Offer, ensure that all curriculum experiences are available to all pupils in the school (eg educational visits, extra-curricular activities), particularly where a voluntary financial contribution from parents is required for the activity to run. This is in compliance with the Equality Act 2010.

All lesson planning seeks to address the learning needs of all pupils in the class. Teachers receive regular training and support to ensure they are skilled in making adaptations to the curriculum for vulnerable learners. When subject coordinators monitor planning, work and progress data and when they or senior leaders carry out observations of teaching and learning in classrooms, particular attention is given to whether the ongoing learning offer is inclusive.

Pupils are encouraged to analyse how they themselves learn and there is an ongoing dialogue about this in our classroom. Pupils are given the opportunity and support to develop self-help strategies to ensure their full access to the curriculum.

A Team around the Child:

Our school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations in meeting children and young people's special educational needs and supporting their families.

We identify sources of support as they develop and evolve as the Local Offer is through Education, Health and Social Care (including the establishment of joint defined Commissioning arrangements). We seek to respond quickly to emerging need and work closely with other agencies including:

- Early Help Team
- CAMHS

- Educational Psychology Service
- Information Advice and Support Service (IASS)
- Sensory Impairment Service (SIS)
- Local NHS services
- Educational Inclusion Partnerships
- Multi-agency safeguarding hub
- Specialist Support Service (SSS)

In accordance with the SEND Code of practice 2014 we invite all relevant agencies to annual review meetings, transition meetings and specific provision planning meetings involving pupils with special educational needs in our school. For pupils with Education, Health and Care Plans, we comply fully with requests from independent facilitators to provide information and cooperate fully with other agencies.

Personalised provision (equipment and facilities):

When specialist equipment or a high level of staffing support is required to support a pupil with special educational needs, our school will fund this as additional SEN support up to £6,000 per annum for each individual pupil. Thereafter, if the cost is higher and the provision of these facilities is likely to be prolonged, the school will apply to the Local Authority for High Needs Block Funding.

Specialist equipment and expertise in relation to its use will be purchased/hired/ commissioned by the school from the open market, subject to the usual guarantees, service level agreements and quality assurance criteria. Our school will, wherever possible, join with other schools in joint purchasing/hire of equipment.

Partnership with Parents/Carers to support positive outcomes:

In our support for pupils with SEN, we work in close partnership with parents and carers.

We do so by –

- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they perceive their child maybe having or other needs the child may have which need addressing.
- Instilling confidence that the school will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Agreeing targets for all pupils, in particular, those not making expected progress and, for some pupils identified as having special educational needs, involving parents in the drawing-up and monitoring progress against these targets.

- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of the Parent Partnership services available as part of the Local Offer.
- Providing all information in an accessible way, including, where necessary, translated information for parents with English as an Additional Language.

Inclusion beyond SEND

The EMA co-ordinator will oversee the day-to-day operation of this policy in the following ways:

- Maintenance of a list of pupils with ethnic minority heritage and EAL, ensuring they are identified on the school's provision map.
- In collaboration with the SENDCO, maintenance and analysis of whole-school provision map for vulnerable learners from ethnic/linguistic minority backgrounds.
- Advising on and co-ordinating provision for children with additional needs relating to ethnic or linguistic background.
- In collaboration with the SENDCO, evaluating regularly the impact and backgrounds of all additional interventions for children from cultural and linguistic minority.
- Working collaboratively with teachers to plan, teach and assess children with EAL as part of mainstream teaching practice.
- Managing other classroom staff involved in supporting ethnic/linguistic minorities.
- Overseeing the initial and on-going assessment records on all children with EAL.
- Liaising with parents of ethnic and linguistic minority children, in conjunction with class teachers, keeping them informed of progress and listening to their views of progress.
- Meeting at least termly with each teacher to review the linguistic progress of children learning EAL and establish next steps in learning.
- In collaboration with the SENDCO, overseeing the smooth running of transition arrangements and transfer of information for Year 6 pupils with EAL.
- Advising on and sourcing bilingual and culturally reflective materials to support children's learning

The EMA Coordinator reports all of the above to the Headteacher in a termly report. This is shared with Governors as required

Inclusion of pupils with English as an additional language

Definition

A pupil who has English as an Additional Language is a pupil whose first language is not English, and who uses that language on a regular basis both inside and outside of school.

EAL pupils are not considered to have a Special Educational Need, but are seen to benefit from the ability to live and learn in more than one language.

Ethos

We strive to recognise, welcome and celebrate linguistic and cultural diversity and have a high expectation of all pupils regardless of ethnic, cultural or linguistic heritage. We aim to include all pupils and parents in our school by respecting that diversity and reflecting it in our school environment, curriculum, learning resources and partnership with parents. We welcome the enrichment that linguistic and cultural diversity brings to our school community.

The routine and prolonged withdrawal from mainstream of children with EAL is not recognised as good practice and does not promote rapid language acquisition. Language acquisition is best promoted through a range of good, inclusive strategies, interventions and adaptations of the usual school curriculum admissions

No pupil will be refused admission on the basis of ethnicity or EAL. Pupils who have EAL will be admitted under the same criteria as any other pupil applying for a school place. Where parents do not speak English, we endeavour to provide oral and written information and help in their first language which will facilitate the admission process and provide key information about our school. On admission, the pupil will have access to a welcome and induction programme which recognises their linguistic needs and provides a safe and secure start to their learning.

Provision

Pupils with EAL will have full access to mainstream provision regardless of their proficiency in English. Where necessary, additional support will be given to improve acquisition of English: this will be provided through Wave 1 and, where appropriate, Wave 2 teaching.

The following provision can be expected:

- Initial assessment of EAL using The Bell Foundation to record stage of language acquisition where it is below English NC Level 2 a further mother tongue assessment may be applicable where SEND is known or where further information needs to be gathered in the pupil's first language.
- Work in class will be adapted for the pupils to lessen linguistic difficulties without significantly reducing academic challenge.
- Differentiated homework will be provided to enable the pupil to improve their knowledge and use of English and to participate in homework activities on an equal basis with their peers.
- Additional support for pupils may be given through: first language resources & translation facilities; teaching support on a 1:1 or small group basis, peer group support; pre-teaching of key concepts and vocabulary.
- Progress of EAL pupils will be monitored against both A Language In Common (where below English NC level 2) and against other school based progress indicators. Where accelerated progress in English is needed for reasons of EAL, targets will be set and provision made on agreement between the class teacher and the EMA Co-ordinator or SENDCO
- Provision will be recorded and monitored for effectiveness using the school's provision map, in line with standard practice for all vulnerable learners in the school. The pupil will not be placed on the SEND register for reasons of EAL.

Parental support

We recognise that some parents who are learning English may find it difficult to communicate with the school and approach the school regarding any concerns they may have on their child's progress. We endeavour to fully include EAL parents in the life of the school by, wherever possible, providing interpreting facilities at parents' evenings and other school meetings and by providing key school information in translated format.

Inclusion of pupils who are Looked After in Local Authority Care

Our school recognises that:

Children who are looked after in local authority care have the same rights as all children but may have additional needs due to attachment issues, early neglect, separation and loss, trauma and many placement moves. These barriers to learning can affect their educational outcomes and their personal, social and emotional development.

There are commonly understood reasons (Social Exclusion Unit Report :2003] why children who are looked after in local authority care often fail to make expected progress at school :

Placement instability

Unsatisfactory educational experiences of many carers

Too much time out of school

Insufficient help if they fall behind

Unmet needs - emotional, mental, physical

There is a statutory requirement for all schools to have a designated teacher (DT) for looked after children. (The name of the current designated teacher at our school is given at the end of this inclusion policy). The responsibilities of our designated teacher include:

Monitoring the progress of children who are 'looked after' to ensure that they have the best life chances possible and access to the full range of opportunities in school.

Ensuring that children who are 'looked after' have access to the appropriate network of support.

Checking that the statutory Personal Education Plan (PEP) has been arranged and that it is regularly reviewed and attended termly. (DFE statutory Guidance 2014).

Ensuring that information concerning the education of children who are 'looked after' is transferred between agencies and individuals.

Being in attendance and delivering a report on the child's educational progress to contribute towards the statutory review. (These are usually held at six monthly intervals or more frequently if there is a concern).

Ensuring that EHCP targets are linked with the PEP.

Attending the statutory review (chaired by the Independent Reviewing Officer) with social workers and, where necessary, the carers and a member of the Virtual School team.

Liaising with the child's social worker to ensure that there is effective communication at all times.

Celebrating the child's successes and acknowledge the progress they are making.

Our school will work closely with the county's The Virtual School (VS) for Children which promotes the educational needs of Looked After Children and monitors admissions, PEP completion, attendance & exclusions.

In addition to the above, we will ensure that:-

All children who are looked after will have a PEP (Personal Education Plan) which details academic targets and is kept in a confidential file alongside any IPP's and is linked to the Provision Map to ensure the child is working towards their targets.

There is a list (accessible but in a confidential place) detailing any issues regarding the collection of the children in the class for any staff providing cover.

Complaints

If there are any complaints relating to the provision for children with SEND or EAL these will be dealt with in the first instance by the class teacher and SENDCO/EMA Co-ordinator, then, if unresolved, by the Head teacher. The governor with specific responsibility for SEND/inclusion may be involved if necessary. In the case of an unresolved complaint the issue should be taken through the general Governors complaints procedure (see separate Complaints Policy)

Effective working links will also be maintained with:

Educational Psychology Service Educational Psychology Service | North Northamptonshire Council (northnorthants.gov.uk)

Educational Inclusion Partnerships Educational Inclusion and Partnership Team (EIPT) - NNC - Local Offer (northamptonshire.gov.uk)

Information Advice and Support Service iassnorthants.co.uk/Pages/home.aspx

Virtual School for Looked After Children Virtual School | North Northamptonshire Council (northnorthants.gov.uk)

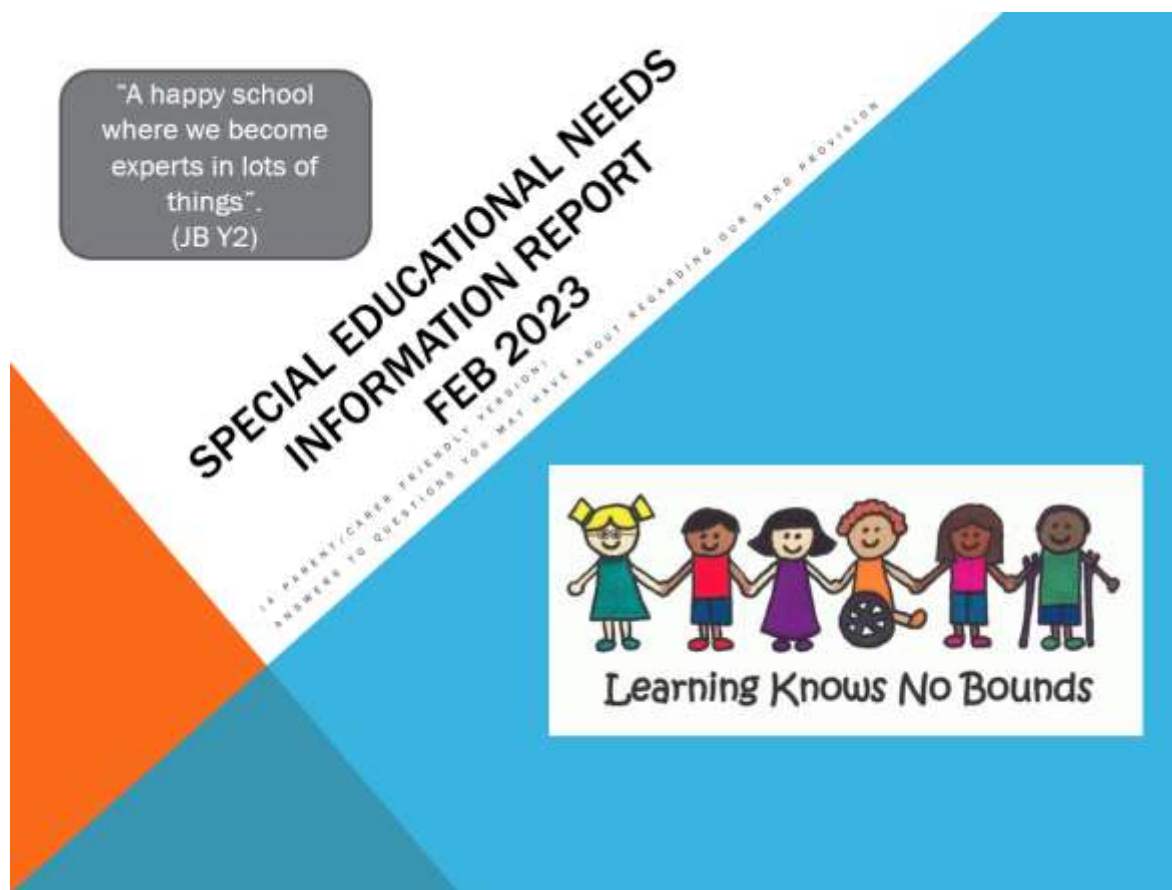
Maplefields Outreach. Maplefields Training & Development - SEMH Outreach Service (maplefields-td.org.uk)

Rowengate Outreach. Rowan Gate Primary School - Outreach Service

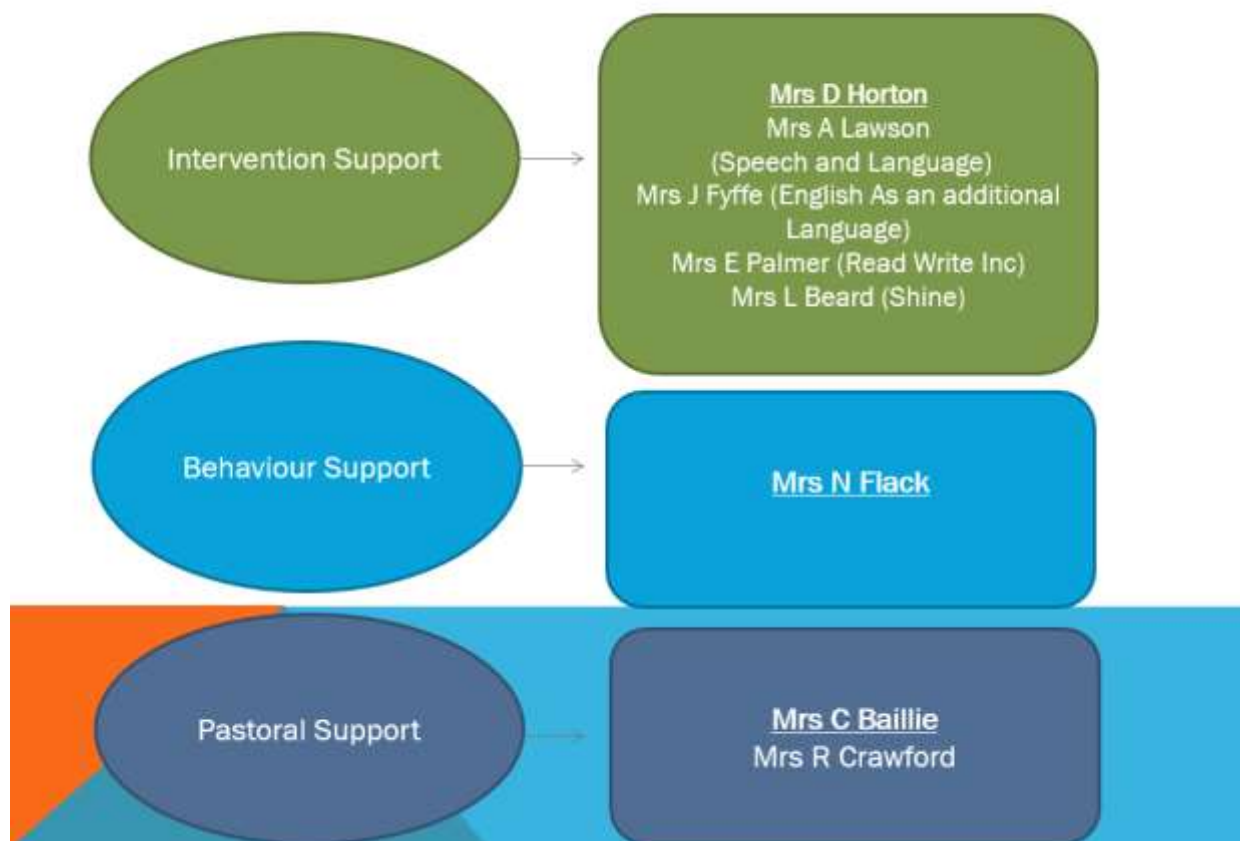
See Local Offer website link below for contact details in relation to Early help Locality Funding and Education Health and Care Plans High Needs Funding - NNC - Local Offer (northamptonshire.gov.uk)

Information on where the local authority's local offer is published.

Local Offer | North Northamptonshire Council (northnorthants.gov.uk)



WHO ARE THE SPECIALIST TEAMS AT CROYLAND PRIMARY SCHOOL?



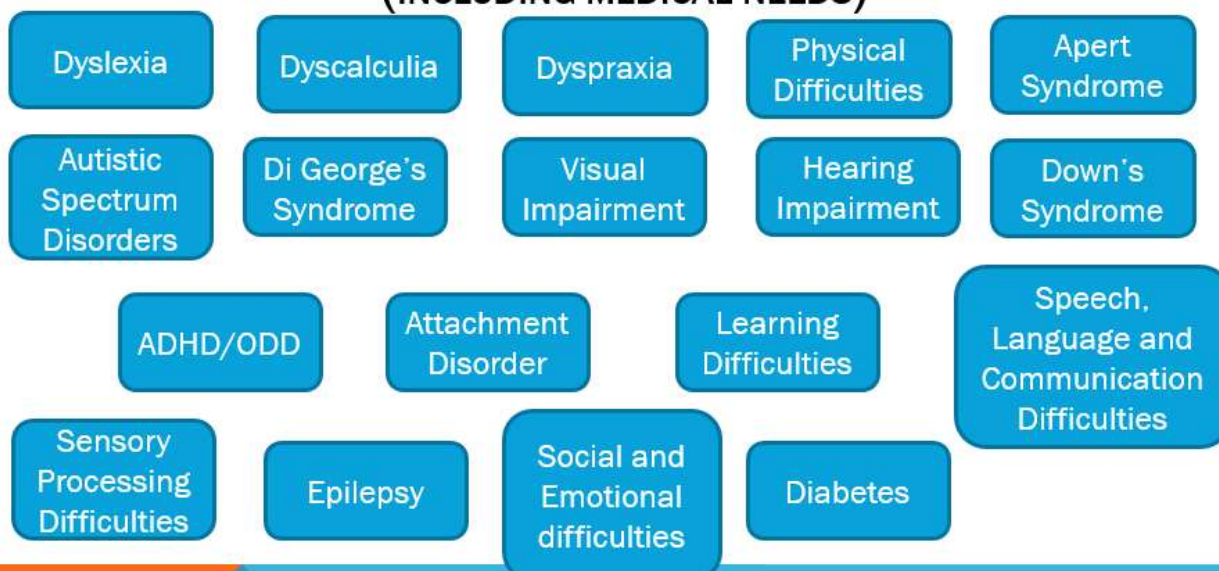
WHAT IS CROYLAND IS EXPECTED TO PROVIDE FOR PUPILS WITH SEND?



In admitting pupils with SEND needs we would expect to have informative discussions with both the pupil's family and the Local Authority to ascertain the suitability of our provision. We would initially meet needs through the school's devolved SEN budget. Thereafter, we are aware of and employ the process of applying for High Needs Funding

WHAT KIND OF SPECIAL EDUCATIONAL NEEDS CAN WE PROVIDE FOR AT CROYLAND PRIMARY SCHOOL?

(INCLUDING MEDICAL NEEDS)



As an inclusive school we do not seek to closely define the SEND needs for which we will make provision. However, historically we have had success in providing for a wide range of needs included above.



IDENTIFICATION AND ASSESSMENT OF PUPILS WITH SEN

Analysis of data/Pupil Achievement Discussions (PAD)

Discussion between Class Teacher/SENCO/Intervention Teacher/Parent or Carer

Stage 1

Inclusive quality first teaching

Differentiation

Class based assessment and monitoring

Provision Map

Individual Assessment

Identification of learning gaps

Small group/focussed support in class

Tracking progress over time

Individual Provision Plan (IPP)

Regular reviews of IPP's

Stage 2

Referral for additional intervention (Cause For Concern)

Provision Map

Assessment for intervention

Involvement of an outside agency

Small group support via intervention. Specified end

Intervention logs to assess and monitor progress

Assess/plan/do /review cycle

Significant, severe and sustained need

Request for High needs Funding

Stage 3

Further consultation with parents or carers/SENCO etc

Observation by SENCO/Specialist Teacher/Intervention Teacher

Individual 1:1 support (taught by specialist/intervention teacher or 1:1)

Consideration for EHCP

Highly personalised interventions

Assessment For All

Annual Reviews for EHCP

HOW WILL THE CROYLAND PRIMARY SCHOOL TEAM MAKE SURE YOUR CHILD MAKES PROGRESS?

Assess

Review

Plan

Do

HOW WILL WE ASSESS YOUR CHILD?

REVIEWING PROGRESS OF CHILDREN WHO NEED ADDITIONAL SEND SUPPORT

1. Pupil Achievement Discussions
2. School's tracking system (iTrack)
3. Termly evaluation of the effectiveness of interventions on the provision map (in relation to the progress of each pupil).
4. Termly evaluation of whether pupils in receipt of High Needs Funding and/or with Education Health and Care Plans are meeting their individual targets which have been written to address their underlying special educational need.
5. Termly consultations with Intervention Teachers about progress made and a review of the impact of the intervention on the pupils.

REVIEWING PROGRESS OF CHILDREN WHO HAVE AN EHCP

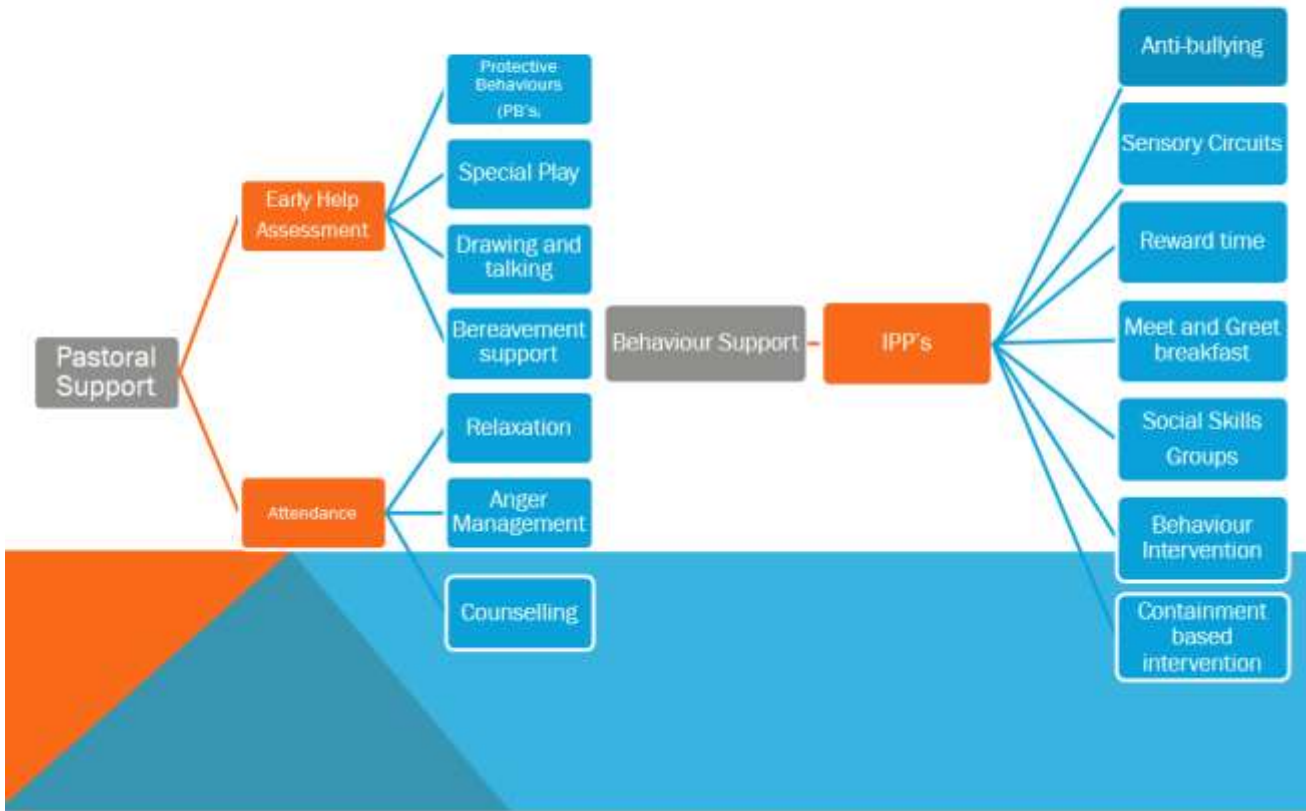
1. All of points 1-4 and in addition:-
2. AFA –(Assessment For All) Progress Tracking (where relevant)
3. Termly reports sent to parents highlighting progress using AFA
4. Annual review of Education Health and Care Plans as prescribed in the SEND Code of Practice (September 2014)

WHAT SPECIALIST EQUIPMENT AND FACILITIES

CAN YOU OFFER MY CHILD?



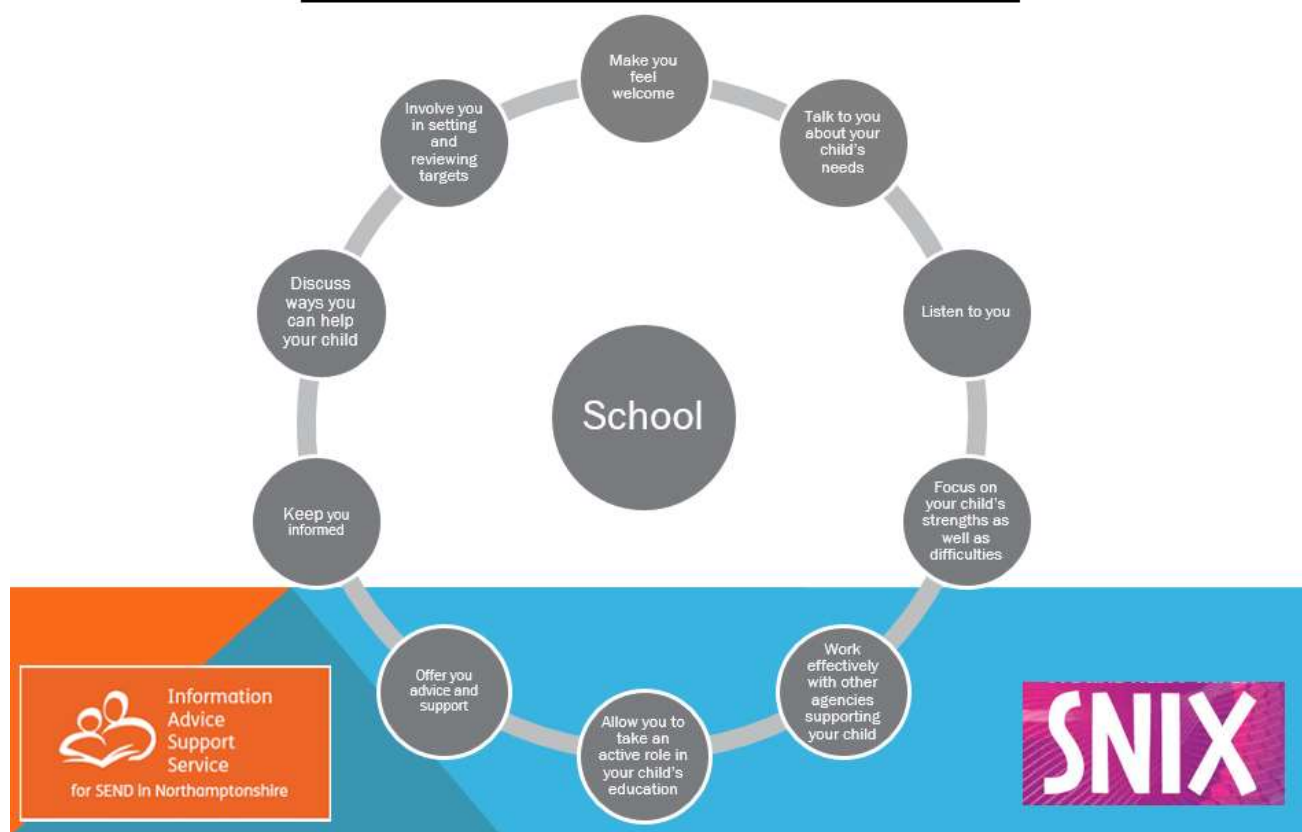
HOW WILL WE IMPROVE YOUR CHILD'S SOCIAL AND EMOTIONAL DEVELOPMENT?



WHO DO I CONTACT IF I HAVE CONCERNS ABOUT MY CHILD?



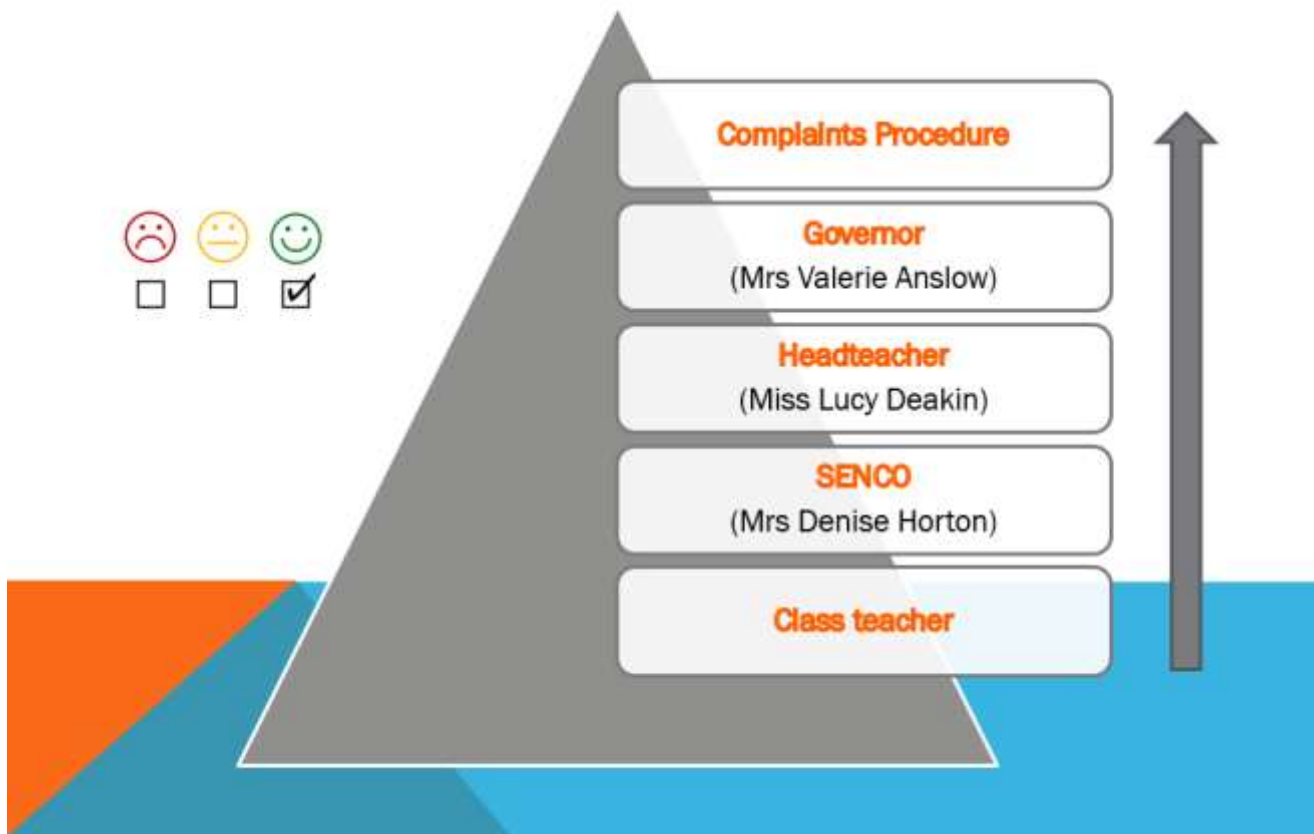
HOW WILL THE SCHOOL WORK WITH ME TO HELP MEET MY CHILD'S NEEDS?



HOW IS MY CHILD INCLUDED IN SUPPORTING THEIR OWN NEEDS?



WHAT IF I AM NOT HAPPY ABOUT THE SUPPORT AVAILABLE FOR MY CHILD?



WHO CAN ELSE CAN I CONTACT TO SUPPORT MY CHILD WITH SEN?

Educational Inclusion Partnerships :
Contact number : 0300 126 1000
<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/pages/attendance-and-behaviour-support-for-parents.aspx>

Virtual School for Looked After Children :
Contact number : 0300 126 1000
www.northnorthants.gov.uk/virtual-school

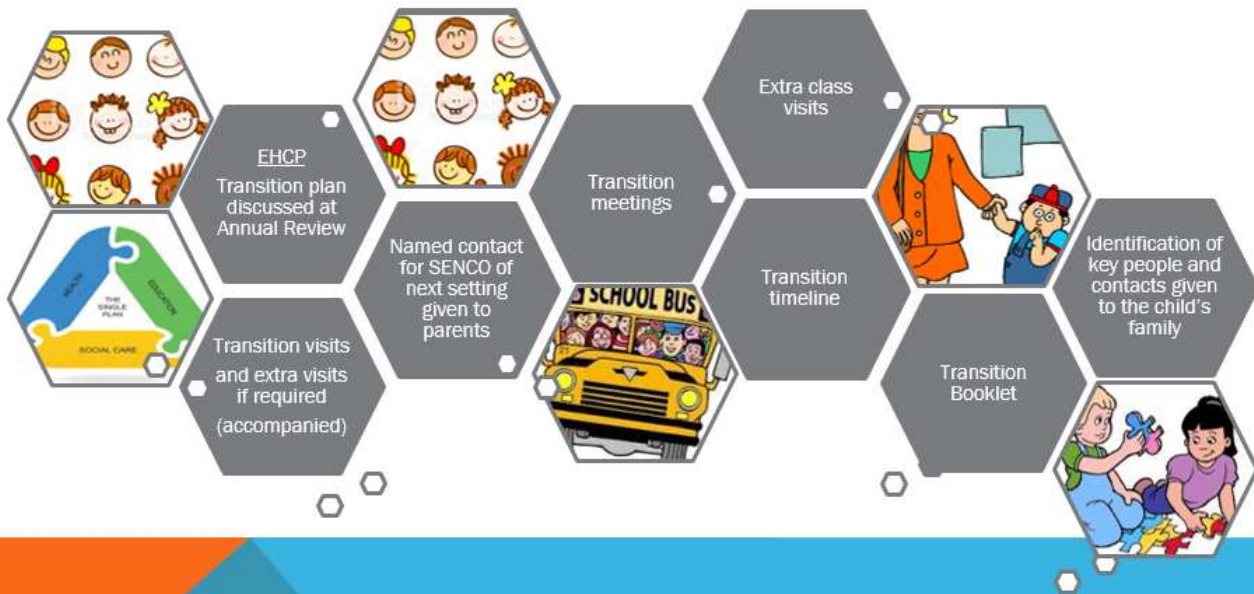
Educational Psychology Service : Contact
Number : 01604630082
www.northnorthants.gov.uk/educational-psychology-service

Information Advice and Support Service
(IASS) : Contact Number : 01604 636111
www.lassnorthants.co.uk

Local offer
www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/Pages/default.aspx

Primary Behaviour Outreach Support
(Kings Meadow Team or Maplefields Team) : Contact numbers Kings Meadow 01604 773730. Maplefields 01536 409040
[Maplefields Training & Development - SEMH Outreach for North Northants. \(maplefields-td.org.uk\)](http://maplefields-td.org.uk)

HOW WILL THE SCHOOL SUPPORT MY CHILD WHEN THEY ARE READY TO MOVE ON?



WHAT IS THE LOCAL OFFER?



A one stop shop of all the services available for children and young people with special educational needs and disabilities.



Click Here

[Croyland Primary School - Local Offer \(northamptonshire.gov.uk\)](http://northamptonshire.gov.uk)



SEND INFORMATION REPORT FOR PARENTS/CARERS

PLEASE VISIT OUR WEBSITE FOR A FULL VERSION OF
THE SEND INFORMATION REPORT WHICH IS
INCORPORATED INTO OUR INCLUSION POLICY

APPENDIX B- Role of SEND Governor

Ensuring the ongoing achievement and success of SEND Learners is a collective responsibility of the Governing Body, although this may come under the responsibility of a specific SEND Governor – if this is you then you know what an important role you have and how big a part you can play in improving these Learners' lives.

The SEND Governor is the Governing Body's champion for Learners with SEND and those with inclusion needs. He or she will support and challenge the school to ensure that no Learner is treated less favourably, denied opportunity or left behind because they have additional needs.

1. Responsibilities of the Governing Body

- To appoint a SEND Link Governor
- To check that the school is complying with its legal responsibilities
- To ask the Special Educational Needs Co-ordinator (SENCo) to report on the steps being taken to ensure compliance
- To challenge Leaders to ensure that SEND remains high on the school's agenda

2. What are the priorities for SEND governance?

1. Review SEND provision including staff and other resourcing.
2. Understand how the SEND notional budget is used and what impact it has on the progress and attainment of learners. In order to ensure these reviews are conducted in a robust and critical way, governing bodies should consider their expertise in the SEND area as part of governor recruitment or seek external advice during these meetings.
3. Revise and update the school's SEND information report to reflect the changing nature of your SEND cohort.

The SEND Information Report includes:

- The school's policies for identification and assessment
- How the school evaluates its SEND provision's effectiveness
- The school's approach to teaching SEND pupils
- Additional support that is available
- Information about staff expertise and training including how specialist expertise will be secured

- How the school's governing body (or proprietors) works with other organisations to meet students' needs
- Information about where the Local Authority's Local Offer is published

2. SEND Governor's Responsibilities

- To act as the champion for children with SEND and inclusion needs
- To ensure that the school is fulfilling its duties to children with SEND
- To undertake required training, including school-specific induction with the SENCo
- To meet the SENCo in the Autumn, Spring and Summer terms as a minimum
- To ask questions and raise awareness relating to SEND and inclusion provision at Governing Body meetings
- To monitor the SEND notional budget and what impact that spending has had on Learner progress and attainment
- Work with the SENCo to produce a SEND Annual Report to Governors
- To confirm that the school's duties have been fulfilled

3. What should the SEND Governor do?

- Review the school's vision, ethos, strategic direction for SEND Learners
- SEND is mentioned on the school improvement plan and reflected in the Self Evaluation Form (SEF)
- Who is responsible for SEND and do you meet them regularly?
- Does your school have a clearly articulated vision for SEND Learners?
- As a Governor are you clear about the school's expectations for SEND Learners and how it intends to support them to achieve this?
- Do parents know there is an SEND Governor?
- Have staff involved in supporting SEND Learners been appropriately trained?

4. As SEND Governor, ask your schools' SENCo these questions:

- How are SEND Learners identified?
- What is the process once they are identified?
- What data are you recording to review this progress?
- What training are staff getting to support SEND Learners?
- Which local agencies are you working with?

- How well are you communicating with parents on the needs of their children and how you are meeting them?

5. Hold the Head to account for educational performance for SEND Learners

- SEND Governor monitors the teaching of SEND Learners by requiring data from SLT to ensure SEND Learners are doing as well as their peers
- SEND Governor needs to review pupil data to identify to what extent SEND Learners progress is in line with their non-SEND peers – the aim being to close the gap
- SEND Governor is aware of pupil tracking system
- SEND Governor makes sure that interventions are in place to provide extra support
- SEND Governor should see the SEND register and check if it is kept up to date. For example, are regular meetings held with parents and are they kept informed?

6. Make sure that the school's finance is correctly proportioned, e.g. SEND notional budget and Pupil Premium Grant funding

- Do you know how much the school receives for its SEND Learners?
- Are you satisfied that this money is spent appropriately?
- Have you undertaken a review of spending in light of priorities set out in the School Improvement Plan (SIP)?