

The Croft Primary School  
Special Educational Need and Disabilities  
Policy and Information

### Aims and Objectives

At The Croft Primary School we believe that all children should have their needs met and should be given an equal access to the curriculum. Our aim is to provide individual and small group provision for those children with Special Educational Needs and/or Disabilities whatever those needs may be so that they can make progress and reach their full potential.

### Aims

At The Croft we aim to:

- Identify as early as possible those children with special needs
- Regularly inform parents of their child's progress
- Liaise regularly with external agencies
- Create individual education plans where appropriate
- Plan and differentiate appropriate work for the children with special needs

### Roles and Responsibilities

SENCO - Katie Bartram

The SENCO is responsible for the day to day operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children with Special Educational Needs. The SENCO liaises with staff to set appropriate pupil targets, monitor the pupil's progress and plan further interventions where progress is slower than expected, meets with parents to discuss specific issues. They also have regular contact with a wide range of external agencies that are able to give more specialised advice.

## Head Teacher - Joanne Millett

The Head Teacher is responsible for the day to day management of all aspects of the school, including the provision made for pupils with Special Educational Needs.

## The School Governors

The School Governors have a responsibility to ensure that the school complies with its statutory responsibilities. There is a named SEN Governor - Mrs. G. Hart, with responsibility for Special Educational Needs. She is responsible for supporting the school in evaluating and developing the provision provided for pupils with Special Educational Needs throughout the school.

On a termly basis the Governors receive a report about SEN provision within school, outside agencies that have been accessed to support pupils, staff training and pupil attainment and progress.

## Class Teachers

The class teacher is responsible for planning and delivering a curriculum that meets the needs of all pupils within their class. This means that lessons and activities will be differentiated to address each child's individual needs whatever they may be. The teacher will monitor each child's attainment and progress and work with the SENCO to devise targets and implement intervention strategies to enable the child to make further progress.

The class teacher will also liaise with the child's parents meeting with them to keep them informed of attainment and progress and suggest ways in which they can support their child at home.

**What should I do if I think my child may have Special Educational Needs?**

- The class teacher is the initial point of contact if you are concerned and about your child. At The Croft we operate an open door policy and class teachers are available to discuss parental concerns.

### **How does The Croft Primary School know if children require extra support?**

Some of the ways we know when pupils need help are if:

- concerns are raised by parents/carers, staff or the child
- limited progress is being made
- there is a change in the pupil's behaviour or progress

### **How will I know how the school supports my child?**

If your child has been identified as having SEN then the class teacher and SENCO will work together to plan appropriate targets and interventions. Learning targets will be devised and shared with parents.

Intervention strategies may include

- 1 to 1 support teaching assistant support in and out of the classroom
- Small group focused work
- Reading buddies

The length of time of intervention will vary according to need and progress made. The interventions are regularly reviewed to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress Meetings are held each term - this is a meeting where the class teacher meets with the Senior Management Team to discuss the progress of pupils. This meeting will highlight any child that may require extra support.

### **How will the school access specialist support and advice?**

Occasionally a pupil may need more expert support from an outside agency. The SENCO will facilitate these referrals, parental consent has to be sought before the referrals can proceed and the SENCO will work with parents keeping them informed of meetings and outcomes of any visits, observations etc.

Agencies that the school may access include:

- Staffordshire Special Education Needs Service
- Educational Psychologist
- CAMHS
- Behaviour Support team
- School Nurse
- Physical Development team
- Speech & Language Therapist
- Occupational Therapist
- Key Learning Centres
- Autism Outreach
- Specific Learning Centres
- Education Welfare Worker
- Social Services
- Local Support Team

### **How will the curriculum be matched to my child's needs?**

Each class teacher is responsible for adapting the curriculum to meet the needs of all the children within the class. Daily planning takes into account children's attainment and their needs to ensure that they all experience challenge within the classroom, aimed at moving their learning forward.

Tasks and activities may be differentiated in a variety of ways - through actual task, resources, by outcome or by the amount of support and intervention a child may require. Teaching Assistants may be allocated to work with a pupil individually or in a small focus group. If a child has been identified as having a Special Educational Need, targets will be set - these will be shared with parents.

### **How will I know how well my child is doing?**

You will be given the opportunity to formally discuss your child's attainment and progress at parent's evenings each term. However, your child's class teacher is available at the end of the school day if you wish to discuss any concerns.

The SENCO will also liaise with parents keeping them informed of any involvement with specialist outside agencies.

Each term children's targets will be formally reviewed and parents will be involved in the review, progress made and informed of new targets that have been set.

### **How will the school help me support my child's learning at home?**

The class teacher/SENCO may suggest ways in which parents can support their child at home. Where appropriate books, activities and games can be sent home for parents to use to support their child's learning.

The Croft School have also published a series of leaflets which give parents useful information on subjects such as

- Hearing children read
- Phonics
- Spelling
- Addition and subtraction methods
- Multiplication and division methods

All parents are encouraged to contribute to and support their child's education.

### **What support will there be for my child's wellbeing?**

The school offers a variety of pastoral support for children who are experiencing emotional difficulties.

Children with specific medical conditions have an Individual Health Plan that is devised between the parents and school. It highlights what the child's individual needs are and what actions the school needs to take to ensure that these are met.

The school runs a Nurture group for children who may have emotional and social needs. Class teachers are asked to complete a Boxall profile to help pinpoint particular issues. This is only done with the parents consent.

Children with a specific medical need/condition have an Individual Care Plan that is devised between the parents and school. It highlights what the child's individual needs are and what actions the school needs to take to ensure that these are met.

The school seeks medical training for staff as required and other medical advice as the need arises.

Outside agencies may be contacted for support for individual children if appropriate to support their emotional wellbeing. These may include:

- School nurse
- CAMHS
- LST
- Behaviour Support
- Education Welfare Worker

### **What training do staff have to support children with additional needs?**

There is an ongoing training programme to ensure that all staff have appropriate skills and knowledge to support provision for the children with Special Educational Needs. The SENCO attends regular network meetings run by SCC/Entrust to ensure that the school is up to date with new initiatives.

### **How will my child be included in activities outside the classroom including school trips?**

The Croft is an inclusive school and recognises equal opportunity for all pupils. Therefore, whatever the individual need children will take part in all activities on offer at the school (wherever possible). Risk assessments will be carried out and reasonable adjustments will be made enabling all children to benefits from activities on offer.

### **How accessible is the school building?**

Reasonable adjustments have been made to the school building to ensure that some areas of the site are accessible to all. Measures to date include a toilet for the disabled, grab rails adjacent to toilets, wide doors to accommodate wheel chairs and flat access to key stage 1 exits and a disabled parking space.

The school is happy to discuss with parents children's individual needs and will work in conjunction with the local authority and other professionals to ensure that the appropriate equipment and facilities are provided.

### **How will you support my child when they are moving to a new class or changing school?**

If your child is transferring to another school we will make sure that all records about your child are passed on to the relevant professional as soon as possible.

Towards the end of Year 6, transition days are held which allow the children to meet secondary school staff. The SENCO will also meet with secondary school staff to discuss children's individual needs.

When moving classes within school, information will be passed on to the new class teacher along with SEN records. Planning meetings will take place and all children spend two afternoons with their new teacher prior to the new term beginning.

### **How are the school's resources allocated and matched to children's special education needs?**

The school SEN budget is allocated each financial year. The money is used to provide additional support and/or resources dependant on individual needs.

Additional funding can also be applied for where a child has a higher need of support.

Funds are allocated after discussions with class teachers and other agencies that are involved in supporting the child.

### **How is the decision made about how much support my child will receive?**

These decisions are made in consultation with class teachers, the SENCO and Head teacher. Decisions will be based upon children's individual progress and needs and as a result of assessments/recommendations made by outside agencies.

The level of support is also linked to the complexity and severity of a child's need.

### **Who to contact for further information**

If you require any further information about the Special Educational Needs and your child's education please contact the school SENCO - Miss Bartram or the Head Teacher - Mrs Millett via to school office to arrange a meeting.

If you require further information about what support and services are available within Staffordshire please follow the link below

<http://www.staffordshiremarketplace.co.uk/home.html>

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