

The Croft Primary School

Special Educational Needs and Disability Policy

This policy complies with changes in legislation - Children & Families Act 2014 and the Equality Act 2010

At The Croft we believe

All children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training*

The school's policy on SEND has been devised with these key principles in mind.

Definition of Special Educational Needs

A child has a learning difficulty if he/she

- Has a significantly greater difficulty in learning than the majority of children the same age
- Has a disability, which either prevents or hinders the child from making use of educational facilities of a kind provided for the children of the same age
- A child must not be regarded as having a learning difficulty solely because of the language of the home is different from the language being taught

Aims

At The Croft Primary every child matters and we aim to

- Enable our children to achieve their full potential and make a positive contribution to our school
- Identify and assess as early as possible those children with special education needs
- Employ clear procedures to identify, register and support those children whose academic, physical, social or emotional development are cause for concern
- Identify children's areas of weakness which require extra attention from either teachers or other members of staff
- Develop and monitor, review and record in consultation with parents and pupils Learning Targets which are designed to meet the child's identified needs
- To become a dyslexia friendly school and provide appropriate support for children with a specific learning difficulty
- Provide concise performance targets for the pupils
- Set review dates, record findings and decisions
- Enlist the help of parents by keeping them informed of their child's progress
- Ensure that all staff are aware of the procedures to be followed
- Fully integrate where possible children with SEN through differentiated tasks
- Provide support in line with the code of practice for each child on the SEN register
- Provide those children with special educational needs with a broad and balanced education with full access to the National Curriculum - promoting basic skills
- Strive to secure the necessary provision and resources for SEN pupils
- Work with outside agencies to further enhance the provision for children with a special educational need

Roles and Responsibilities at The Croft Primary School

Provision for the pupils with special educational needs is a matter for the school as a whole.

The Governing Body - in co-operation with the Headteacher, determine the general policy and approach to provision for the children with special educational needs, establish the appropriate staffing and funding arrangements and maintain a general oversight of the schools work. The governing body have an appointed committee member who takes particular interest and monitors the provision for children with special educational needs.

Named Governor of SEN - Gaynor Hart

The Headteacher - has a responsibility for the day to day management of all aspects of the schools work, including SEN provision. The Headteacher will keep the governing body informed and work closely with the school SENCO.

SEN Co-ordinator - Katie Challinor (Qualified SENCO)

The school SENCO is responsible for

- The day to day operation of the schools SEN policy
- Devising with staff appropriate Learning Targets
- Liaising and advising colleagues
- Co-ordinating and monitoring the provision for children with special educational needs
- Maintaining the schools SEN register and overseeing the records of all pupils with SEN
- Contributing to, organising and leading staff training
- Liaising with external agencies
- Keeping staff informed of current developments and new legislation
- Arranging dates for annual reviews and informing relevant agencies and establish an agenda in line with LA recommended guidelines

- Attending case conferences concerning those children on the SEN register
- Working with the class teacher to inform parents of their child's progress
- Meeting with staff to discuss children's progress/attainment
- Monitor the use of Dyslexia friendly strategies throughout the school
- Communicate frequently with parents of EHCP pupils in the event of them having to access home learning
- Inform parents of any agencies or support networks to support their child in the event of educating their child at home
- Continue to make appropriate referrals to outside agencies, even if the SEN pupil is being educated at home

Class teachers have a responsibility to

- Work with the SENCO to review and devise Learning Targets
- Provide appropriate activities for the children in their class.
- Undertake assessments and keep records on individual's progress to ensure that the education provided is the best suited to their needs
- Discuss progress and review Learning Targets with parents at parents evenings
- Ensure they keep a copy of signed Learning Targets in their inclusion folder
- Implement Dyslexia friendly strategies into their planning and teaching
- Implement Dyslexia friendly strategies into their classrooms
- Provide work which the SEN pupils can access at home where necessary. This may be in the form of paper based work or online learning.
- Liaise with the parents via telephone or email in order to offer advice and support while educating their child at home

Staff Development

The Croft Primary School is committed to developing all its staff to enable them to meet the needs of its pupils.

The SENCO will lead staff in INSET programmes keeping abreast of new initiatives and developments in the teaching of SEN pupils.

Curriculum Integration

Activities and programmes of work will be planned for SEN children but with full access to the National Curriculum subjects. Planning will reflect differentiation for SEN pupils. Pupils receiving individual support may be withdrawn from the classroom where appropriate.

Physical Integration

The school will where possible attempt to make reasonable adjustments in order to comply with the Equality Act 2010 - in terms of support, buildings and access.

Lessons will be planned to include all pupils and where possible certain modifications will be made to activities, resources and support to ensure that all pupils can access the curriculum. The environment is made as accessible as possible to facilitate learning for the physically disabled pupils.

The school has developed an Equality Policy which can be found on the school's website. A hard copy is also available from the Office Manager.

Parental Involvement

Our school recognises the importance of and values the partnership with parents. We aim to;

- Provide a comfortable and welcoming environment in which parents feel able to openly discuss their concerns
- Provide opportunity to discuss Learning Targets and child's progress through parents evenings

- Provide the parents with the opportunity to contact and meet with the school's SENCo
- Give the parents the opportunity to feedback in written form on their child's Learning Targets
- Take into account parents knowledge, views and attitudes
- Consult with and involve parents at all stages
- Provide parents with information on school policy, the support and services provided by the school and the LA and their rights in the assessment process
- Enlist the help of parents with homework designed to reinforce our work at school
- Parents will be kept informed of their children's progress on a regular basis.
- Signpost to parents appropriate support groups and agencies

The school based strategies are continuous and a systematic cycle of planning, intervention and review within the school with the aim of enabling the child with special needs to access the curriculum, learn and make appropriate progress.

The staff at The Croft, recognise that the way forward is to recognise and praise children for their achievements.

Behaviour Support

A child may be placed on the SEN register in line with the code of practice if behaviour becomes a concern. Individual Behaviour Support plans will be implemented and reviewed termly. The targets will be clear and concise with rewards built into them. Parents will be involved at all stages and regular interaction sought with a view to working together promoting partnership and ensuring consistency of approach. The child's view and opinion will also be sought.

Complaint Procedures

Parents are invited to contact the school immediately with a concern or a complaint. The school will meet with the parents, take appropriate action and report back to the parent, hopefully to

mutual satisfaction. If problems are unresolved the parent has the right to complain to the Governing Body who will work towards an acceptable solution. The School has a Complaints and Compliments Policy which can be found on the school's website. A hard copy is also available from the Office Manager.

Provision for SEN at The Croft Primary School

Provision for pupils with special education needs is a matter for the whole school.

Please read the policy in conjunction with the school's Local Offer.

Staff will use a variety of assessment strategies including:

- Children's learning characteristics
- The learning environment
- Teaching styles
- The curriculum provided

Children may have a Special Educational Need in the following areas

- Communication & Interaction
- Cognition & Learning
- Social, emotional and mental difficulties
- Sensory and/or physical needs

When a child has been identified as having a special educational need in accordance with the definition in the Code of Practice a graduated response will take place.

SEN support will take the form of a four part cycle - Assess, Plan, Do and Review.

School Action

This stage can be triggered when the class teacher, SENCO or parents have concerns about a pupil who is

- Making little or no progress
- Attainment is significantly below that of their peers

- Experiencing difficulties in literacy or mathematics which result in poor attainment
- Presenting persistent emotional or behavioural difficulties
- Presenting sensory or physical problems
- Experiencing communication or interaction problems

The class teacher and the SENCO will produce Individual Learning Targets . These may be delivered in the classroom, in small focused TA led groups, or on a 1 to 1 basis.

The parents will have a copy of the targets and the class teacher will keep a signed copy in their class inclusion folder.

Learning Targets will be reviewed and amended on a termly basis.

In some instances, outside agencies will be asked to support the child at the request of the school. Parents' consent will be requested in order for this to take place.

Outside agencies may be involved when pupils are:

- Working at National Curriculum levels below those expected for that age
- Continuing to make little or no progress
- Continuing to have difficulties with literacy or mathematical skills
- Having emotional or behavioural difficulties which interfere with child's own learning
- Experiencing ongoing communication and interaction difficulties

External agencies will gain access to children's records, assessments, Learning Targets, review notes etc. in order to provide the most appropriate support to the school and the child.

New targets and BSP's will be developed with input from external agencies where appropriate.

School request for Education Health Care Plans

This stage is triggered when the pupils have demonstrated significant cause for concern.

The LA will require a range of evidence plotting the child's progress; learning targets, review records, children's work, planning, reports from outside agencies etc. The LA will then consider whether an EHCP is necessary.

EHCP

The EHCP will outline the children's needs and outline support to be provided. The children with an EHCP will continue to have learning targets which will be reviewed termly and amended as necessary. There will also be a formal annual review. Reports to support the annual review will be obtained from a range of interested parties.

The LA will consider the reports and recommendations and make a decision on whether to cease or maintain the EHCP.

Parents at all stages will be fully involved, informed and consulted.

Transition Arrangements

The Croft aims to work in partnership with other schools.

When pupils are ready to move to the next phase of their education the SENCO will meet and liaise with the appropriate staff to ensure that a transition plan is in place to provide continuity of provision and support where appropriate.

This policy will be reviewed annually.

Next Review July 2022