



Special Educational Needs and Disability Policy adopted by Cromford Church of England Primary School

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (June 2014) 3.65 and has been written with reference to the following guidance and documents;

- *Equality Act 2010: Advice for Schools DfE February 2013*
- *SEND Code of practice 0-25 (June 2014)*
- *Schools SEN Information Report Regulations (2014)*
- *Statutory Guidance on Supporting Pupils at School with Medical Conditions*
- *The National Curriculum in England Key Stage 1 and 2 Framework Document September 2013*
- *Safeguarding Policy*
- *Accessibility Plan*
- *Teacher's Standards 2012*
- *Positive Behaviour Management Policy*
- *Anti-Bullying Policy*
- *Equal Opportunities Policy*

Information

This policy was written in consultation with stakeholders including children, parents, staff and governors. The day-to-day implementation of this policy is led by our Special Educational Needs Co-ordinators Liz Foster and Amy Welham. It is the responsibility of the Headteacher, Liz Foster, to ensure that it is implemented. Liz Foster can be contacted at school on 01629 822248 or at info@cromford.derbyshire.sch.uk. The governor with responsibility for Special Educational Needs is Gill Donaldson. Gill can also be contacted through school on the above number or email.

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 as a result of any changes to arrangements, such as staffing or CPD or annually as required. Parents, carers and children will be invited to contribute to the SEND Information Report.

“Every Teacher is a Teacher of Every Child”

Every teacher is a teacher of every child or young person, including those with SEND. As such '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. 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 of this Policy

At Cromford Church of England Primary School we work hard to ensure every child achieves their full potential, and encourage all children to have high aspirations. When working with children with SEND (Special Educational Needs and Disabilities) we are focussed on supporting children to achieve their very best possible outcomes.

This policy supports us in meeting the following objectives;

1. To identify and provide for pupils who have special educational needs and additional needs .
2. To work within the guidance provide 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.
4. To identify a Special Educational Needs and Disability Co-ordinator (SENDCO) who will support staff in implementing our school policy and procedures.
5. To provide support and advice for all staff working with special educational needs pupils.

Identifying Special Educational Needs

We use a variety of methods to identify SEND. In the 2014 SEN Code of Practice it breaks down SEND into four broad categories of need. These are: Communication and Interaction; Cognition and Learning; Social, Mental and Emotional Health and Sensory and/or Physical. We use these categories to help inform us of the best ways of supporting a child. We use a variety of techniques to help us to identify a child's Special Educational Needs such as; informal observation and discussion with other members of school staff or professionals, child monitoring tools and screening test and advice from other professionals such as SSEN or educational psychologists, always thinking about the whole child. Input is sought from parents/carers and children at each stage. We are aware that there are many other variables that can impact on a child's performance but do not constitute Special Educational Needs and Disabilities.

These can include:

- ☐ Attendance and Punctuality
- ☐ Health and Welfare
- ☐ English as an Additional Language
- ☐ Being in receipt of Pupil Premium Grant
- ☐ Being a Looked After Child
- ☐ Being a child of Serviceman/woman

A Graduated Approach to SEND Support

The attainment of all children at Cromford Church of England Primary School is tracked on at least a termly basis and this information is scrutinised by class teachers, the Head teacher, Governors and SENDCOs to ensure that children are making appropriate progress. In addition to this, learning in classrooms is observed and work scrutinised to ensure that children are engaging in lessons appropriately and that teaching meets their needs. Monitoring has shown that, in lessons, teachers differentiate work for pupils of differing abilities and match precise and individualised learning opportunities to the needs of their pupils. Through Pupil Progress meetings, which are held termly, teachers are held to account about the progress of all children, including those children who have Special Educational Needs.

If children appear not to be making satisfactory progress or they are having difficulties accessing the curriculum, support and adjustments will be put in place for a child. For example, this may be; additional focussed work on key areas, 1:1 or in a small group, increased communication with parents, additional TA support during lessons. If after receiving this additional support a child does not make adequate progress we may then identify a child as having Special Educational Needs. When making this decision we consider a range of evidence including assessments, observations and the feelings, opinions and experiences of the child and parents/carers.

If we place a child on the Special Needs Register we usually set up an Individual Education Plan (IEP) for the child, outlining their targets and how we will work with the child to achieve these targets. In addition, we will make suggestions about how the child can be supported in working towards these targets at home. An IEP will be reviewed at least three times per year and new targets set after being reviewed, seeking input from the child and parents/carers.

When a child has a higher level of need we will draw on the expertise of other professionals for their advice on how best to meet a child's needs. The professionals we work closely with include: Speech and Language Therapists, Educational Psychologists, Paediatricians, Occupational Therapists and Physiotherapists, SSEN support and MAT team workers, as well as other support services.

Managing Pupils Needs on the SEN Register

Most pupils on the SEN register will have an IEP. IEPs are reviewed termly and new targets are set. Actions and Objectives must be clear and agreed with the child, their parents and other relevant members of staff, such as SENTAs, TAs or midday supervisors. The IEP will also identify the person/s responsible for completing each action. It is the class teacher's responsibility to ensure that actions relating to additional provision in school are completed.

Support and interventions will be monitored to ensure that is having an impact on a child's progress. Progress is tracked diligently throughout the school and we would expect additional interventions to have a positive impact on progress. For children for whom progress is not adequate when an IEP is in place, the support allocated will be analysed by the SENDCOs, class teacher and Teaching Assistants (where appropriate) to consider which interventions have been most successful. If over time a child doesn't make adequate progress we may request the support of other professionals to identify how best

to meet a child's needs. Referrals will always be made in consultation with parents/carers and young people. The SENDCOs manage the involvement of other services.

Criteria for exiting the SEN register

For many children, inclusion on Special Education Needs Register can be short term and with intervention at the appropriate point they will overcome any barriers to learning. At Pupil Progress meetings, which are held three times per year between class teachers and the Head teacher, we discuss the progress of children with SEN and whether their needs have changed. If we feel that the child's needs are being met within the usual range of classroom differentiation, we will discuss with parents removing them from the Special Needs Register.

Supporting Pupils and Families

At Cromford Church of England Primary School we are committed to working closely with families to ensure that we best meet the needs of children. No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEN and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. This complies with Derbyshire County Council's admission policy. For a copy of the school's admissions policy please see the website or ask at the school office.

Derbyshire County Council produce a Local Offer which contains information about many of the services and resources available to families. This can be accessed through the internet at www.derbyshiresendlocaloffer.org

We also encourage parents to make use of Derbyshire's Information, Advice and Support Service for SEND, who provide free and impartial advice. Their website can be accessed at http://www.derbyshire.gov.uk/education/schools/special_educational_needs/ and their contact email address is sen.admin@derbyshire.gov.uk.

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. It will be reviewed annually, or should any arrangements within the school change.

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 Head Teacher.

At transition points, including starting school and transferring to secondary school, we spend additional time with parents and children with SEND, ensuring that this transition is made as smoothly as possible. This will often include us carrying out extra visits or arranging additional meetings. We work closely with the SENDCO at our local secondary school to ensure support for pupils making this educational journey.

Supporting Pupils at School with Medical Conditions

The school recognises that pupils at school with medical conditions should be enabled to have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is followed at all times. We will work with external agencies, such as medical professionals, the school nurse, physical impairment officers and occupational therapists as appropriate. We will seek the opinions of and input from parents/carers and young people to ensure that they are fully included and that their medical needs are being appropriately addressed.

The annual accessibility audit and accessibility plan ensure that our school environment allows for inclusion for pupils with specific medical conditions or SEND.

Monitoring and Evaluation of SEND

Provision for children with SEND is regularly monitored through classroom observations, book scrutiny, and learning walks, and also analysis of results and progress at Pupil Progress meetings. The SEND governor is involved in this process. The views of pupils and parents are sought as part of our person centred approach to the review and target setting process. Findings are also used to inform the school development plan to ensure that there is a continual improvement in provision for all pupils.

Training and Resources

At Cromford Church of England Primary School we are highly committed to ensure the best possible outcomes for all children.

Our staff are our major resource for the learning and progress of our children. We employ skilled teachers and teaching assistants who work together to deliver quality outcomes for our children. Children who are not making sufficient progress, or are having social, emotional and behavioural difficulties, will be allocated individualised support by their class teacher, with the support of the SENDCOs. Children with Educational Health Care Plans have additionally allocated hours of Teaching Assistant support, to ensure that they make good progress towards their targets. We ensure that staff are trained in new initiatives relevant to SEND, such as the new code of practice or approaches to intervention. We aim to ensure that we pre-empt the training needs of staff in relation to specific pupils. In addition, staff are encouraged to identify their own training needs, relevant to the learning needs of their class. We ensure that staff have time to learn and build skills from the expertise of other staff members, by allowing time during staff meetings to consider strategies for working with specific pupils; information sharing between teaching professionals within our own school to make the most of our extensive experience and previous specialist training.

Roles and Responsibilities

Our SEN governor is Gill Donaldson, and she meets with the SENDCOs, Liz Foster and Amy Welham, to keep abreast of current developments. To gain an understanding of how Special Needs provision is delivered, she is involved in monitoring data as part of the governors monitoring cycle, to ensure that children with SEND are making sufficient progress.

Special Educational Needs Teaching Assistants are deployed by classroom teachers, with support from the SENDCOs. They work in support of individual children, providing feedback on individual tasks completed to the class teacher. The class teacher is

responsible for the review of IEP's with input from parents/carers, pupils and other agencies where appropriate. The SENDCOs will work to support teachers where needed.

The SENDCOs, Liz Foster and Amy Welham, will organise annual statement review and implementation meetings or reviews of Educational Health Care Plans, using a person-centred approach to the review to ensure that the children concerned feel at the heart of the process.

The SENDCOs will liaise with external agencies to identify support for children on the SEN register where appropriate.

The SENDCOs will keep updated on educational reforms and current practises relating to Special Educational Needs and Disabilities, and will share this information with staff.

The Senior teacher, Emma Marshall, is the designated teacher with safeguarding responsibility (DSL – Designated Safeguarding Leader). The Headteacher, Liz Foster, is also DSL in our school.

Reviewing the policy

The Policy has recently been rewritten in light of the new code of practice. This policy will be reviewed every three years.

Signed _____ Date: February 2016

Review date: March 2019