

# SEND Policy

**Signed:**

**Chair of Governors:** A. Jenkins *A. Jenkins*

**Headteacher:** S. Stevenson *S. Stevenson*

**Date:** 21<sup>st</sup> June 2023

**Review date:** June 2025

## Crackley Bank Primary School

### Special Educational Needs and Disability Policy (SEND)

#### Definition of special educational needs (SEND)

The Special Educational Needs and Disability Code of Practice: 0-25 years (2014) states:

*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 facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions (Pg 4)*

We also identify children as having SEND if their behaviour is such that they cannot; access the Foundation Stage/ National Curriculum or mix socially with their peers.

#### Rationale

Crackley Bank is committed to:

- providing a stimulating, safe and inclusive environment in which all our children can thrive and learn.
- to ensuring that all children irrespective of their level of need and their barriers to learning make progress.
- having high expectations for all our children
- working closely with parents, carers, our local community, our Secondary Schools and local cluster of schools to ensure we offer all children a range of opportunities to help them on their learning journey.
- providing extra-curricular activities, an “after / before school” facility and undertake many trips and visits to support our curriculum for all of our children.

We celebrate our achievements, gifts and cultural diversity, irrespective of individual differences within the protected categories of the Equality Act of 2010.

## Aims and objectives

### Aims

Crackley Bank gives all our children every opportunity to achieve the highest standard of education.

Crackley Bank's aims to include all pupils in all aspects of school life by / through:

- Removing the barriers to learning and participation that can hinder or exclude individual pupils or groups of pupils.
- Providing a caring environment in which our children are given the opportunity to develop their potential.
- Creating a nurturing environment so that children feel safe and secure and are able to reach their highest potential.
- Providing a range of teaching styles to accommodate the different learning styles of all children.
- Equipping pupils with the skills, knowledge and attitudes necessary to succeed as responsible and valued members of the community.
- Involving pupils and parents in planning and any discussion making that affects them and their family.
- Providing all children with the opportunity to access the wider school community.

Our policies for raising standards are for all children. Early identification of difficulties and appropriate intervention will give children with SEND the best possible start to their school lives (DfEE-Excellence for all children).

### Objectives

- Staff members seek to identify the needs of pupils with SEND as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEND have full access to the National Curriculum. This will be co-ordinated by the class teacher, SENDCo and Headteacher, and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.
- Work with and in support of outside agencies when the pupils' needs cannot be met by the school alone.

### Services include:

1. Special Educational Needs and Inclusion Service (SENIS)
2. Autism Outreach Team
3. Hearing Impairment team
4. Visual Impairment team

5. Educational Welfare Officers
  6. Social Services
  7. School Nurse (Hub service)
  8. CAMHS (Child & Adolescent Mental Health Service)
  9. Occupational Therapy
  10. Young Minds
  11. Arch / Glow (Domestic Abuse Services)
  12. Educational Psychologists
  13. Early Help Team
  14. Family Action
  15. Homestart
- Create a school environment where pupils can contribute to their own learning.  
This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation and pupil voice is encouraged through school by wider opportunities such as school council, residential visits, school plays and sports teams.

## Identification and Assessment

Crackley Bank is committed to quality first teaching for all pupils. Class teachers monitor all pupils in order to identify pupils that are not making the expected progress as early as possible.

The code of practice defines the four broad areas of need as;

- Communication and Interaction  
Including speech, language and communication needs (SLCN) and Asperger's syndrome and Autism (ASD).
- Cognition and Learning  
Moderate learning difficulties (MLD), severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), specific learning difficulties (SpLD).
- Sensory and/or physical needs  
Vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), physical disability (PD)
- Social, Emotional and Mental Health difficulties.

These four broad areas of need give an overview of the range of needs that should be planned for and school undertakes assessment in order to meet individual needs.

Many children and young people span more than one category and these should only be used as a rough guide.

Children do not necessarily have SEND who:

- have English as an additional language

- are a looked after child
- have a disability
- are entitled to pupil premium
- have difficulties with attendance.

### Identifying SEND

As it is very important to identify a child who may have a SEND need as early as possible. We:

- assess each pupil's current skills and level of attainment on entry and consider if any reasonable adjustments need to be made or if any other additional support needs to be provided
- immediately consult with parents about their view of their child's progress to ensure that all our pupils reach their potential.
- make half-termly teacher assessments that are discussed as part of our pupil progress meetings - these enable us to quickly pick up on any children who are making less than expected progress and identify the support and strategies that might help them. 'Less than expected progress' includes where progress is significantly slower than that of other children starting from the same point and it is less than their previous rate of progress
- the attainment gap is not closing between the child and his/her peers (the gap may even be widening).

### Quality First Teaching

Teachers are responsible through quality first teaching for the progress and development of children in their class, we focus on quality first teaching targeted at the children's area of weakness.

Discussion in our pupil progress meetings will lead to suggested strategies and approaches that might be used. Support staff in school, work very closely with the class teachers and any concerns about the pupils are discussed.

Any concerns which are raised regarding a pupil will always be shared with parents/carers and they are involved in all decision making. We hold three formal parent's meetings a year where parents are invited into school to meet the class teacher (plus three parent's evenings) but we also operate an open door policy where parents can make an appointment at any time to see a member of staff. Parents are encouraged to always come into school to discuss their children and ask any questions or raise any concerns which they may have.

We monitor the quality of teaching in our school carefully to ensure that all pupils' needs are met. Teachers receive regular support in SEND to enable them to identify and support pupils who might be encountering problems.

### Intervention support

If a pupil's progress continued to be a cause for concern, a discussion will be had with the SENDCo in relation to additional intervention support to be put into place.

At this point we liaise with parents about the additional support being provided and ask for their views and input.

Additional targets and outcomes will be agreed and the child's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process.

The child will have an individual support plan with targets, interventions, sessions etc and evidence would be recorded in their plan.

The child would receive interventions, have their progress monitored and parental meetings held as if the child was on the SEND list. Progress is monitored closely and if no improvements/progress is made then a further meeting with parents, teachers and SENDCo will be held to discuss the next steps and the possibility of the child going onto the SEND list.

### **SEND Intervention support**

If a pupil's progress continued to be a cause for concern and the issues raised at progress meetings are not resolved, then a discussion is had with the SENDCo and parents to discuss the next steps.

At the meeting between the SENDCo and class teacher identification is made to identify what support might include. Examples are:

- one to one support
- support in focus groups within the classroom by an experienced teacher or teaching assistant
- an intervention programme that targets particular skills such as literacy, numeracy, handwriting etc.

Additional targets and desired outcomes will be set and the pupil's progress will continue to be monitored closely as part of an 'assess, plan, do and review' process. This is recorded on an individual support plan and shared with parent's and child to allow their input into the support plan.

Where a pupil's behaviour is causing concern, we will consider carefully if there are other underlying difficulties that might be the cause. We will consider any other barriers to learning that the pupil might be experiencing such as: attachment, trauma, communication difficulties, mental health issues, housing, family or other domestic circumstances or any particular incident or series of events such as bullying or bereavement.

Where it is decided that the pupil has SEND, parents will be informed that their children will be put onto the SEND list (K) and will have an individual support plan with specific targets to address their needs, these will reflect the interventions that their child will be receiving.

## A Graduated Approach to SEND Support

Where it is determined that a pupil does have a special educational need, parents will be formally advised of this and the pupil's details will be added to the SEND list as requiring 'SEND Support'. An individual support plan will be written for the child which will be reviewed and discussed with parents / carers at least once each term.

The school uses the 'Assess, Plan, Do and Review' cycle to monitor the impact of all its provision to ensure that all pupils are making expected progress. This ensures early identification where pupils are not making expected progress and provision can be adapted to meet needs.

The support provided consists of a four-part process: (The Graduated Approach)

### • Assess

At this point we assess pupils' needs, in particular the difference between their attainment and that of their peers, using:

- teacher assessment and observations (ABC sheets in the case of behaviour concerns)
- data analysis comparing the pupil with peers and nationally
- the views of parents the views of the pupil
- advice from external support where this is relevant.

### • Plan

Following the assessment, it is agreed between the teacher, SENDCo, pupil and parent:

- the interventions and support to be put into place within an agreed time frame the teaching strategies to be used
- what the expected impact is and what the anticipated outcomes are
- when the plan will be reviewed.

We call this the school-based plan. It builds upon the Individual Support Plan started as part of the targeted support stage. It is kept on record and shared with other teachers and support staff as needed.

External support is involved where necessary.

### • Do

The class or subject teacher takes the lead on implementing the plan with the assistance of additional staff who deliver small-group and one-to-one support as needed with relevant interventions.

### • Review

The effectiveness of the plan is reviewed. This includes the impact of support and interventions. This is shared with parents. Review meetings usually take place termly. However, on occasions more regular meetings are built in, for example at the beginning of trialling a new strategy/intervention.

A further assessment might be carried out if we believe that there is a specific need to address.

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

## Arrangements for coordinating SEND provision

The class teacher will hold details of all SEND records for individual pupils.

All staff can access:

- The Crackley Bank Primary School SEND Policy.
- A copy of the register for pupils with special educational needs.
- Guidance on identification of SEND in the Code of Practice.
- Information on individual pupils' special educational needs, and copies of their Individual Support Plans, one-page profiles, care plans and Education Health Care Plans.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities.

In this way, every staff member will have complete and up-to-date information about all pupils with special needs and their requirements which will enable them to provide for the individual needs of all pupils.

### Monitoring and Evaluation of SEND provision

Every child is entitled to quality first teaching.

To ensure this, the Senior Leadership Team and SENDCOs will monitor through:-

- Formal and Informal lesson observations
- Book Trawls and Planning monitoring
- Pupil Progress Meetings
- Analysis of data – individual tracking
- Parent and Pupil Questionnaires
- Pupil Conversations
- Parent conversations
- Performance Management
- Learning Walks
- Professional Development

To ensure quality and personalised provision the SENDCOs will monitor through;

- Intervention records / provision maps
- Personalised Support Plans
- Analysis of pre and post data – progress and attainment gaps
- Observation of interventions
- Reviews with class teachers and parents
- Pupil conversations
- Parent conversations
- SEND drop ins
- discussions with teachers
- mapping and recording the provision and support available for pupils within targeted support and SEND need
- tracking the progress of individual pupils over the year.

The outcomes of monitoring and evaluation of SEND provision will be shared with the Governors at the Governors meetings by the SENDCO and in the Headteacher's report.

### Medical Conditions



For those children who require medication during the school day, staff receive annual training in medication administration and storage. We have an administration of medicines policy which outlines our procedures (available on our website). We recognise our duty under the Children and Families Act and liaise closely with external specialists in relation to the children and their medical conditions.

Care plans if needed are drawn up with parents, healthcare specialists and the SENDCo and shared with all staff.

### Referral for an Education, Health and Care Plan(EHCP)

Where it is determined that a child does have a lifelong illness or significant difficulties they may undergo an Education, Health Care Needs Assessment which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENDCo
- Social Care
- Health professionals
- Any outside agencies

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

Staffordshire: [LocalOffer@staffordshire.gov.uk](mailto:LocalOffer@staffordshire.gov.uk) or by contacting SENDIAS (Staffordshire Parent Partnership) on: 01782 234701.

### Education, Health and Care Plans

Following Statutory Assessment, an EHC Plan will be provided by Staffordshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

### Inclusion/support beyond the classroom

- All pupils are included in trips. Staff carefully select transport, activities and venues that are suitable for all children.
- All pupils are included in clubs. The participation of children with specific needs is closely monitored by the School Leadership Team.
- All children are included in all aspects of school life wherever possible by careful risk assessment; putting extra support in place where necessary.
- Daily breakfast club is available for all pupils from 7.45am.

### Transition to high school

- We will ensure early and timely planning for transfer to a pupil's next phase of education. We will offer transition meetings to all pupils that we feel would benefit from these along with our SEND children. Pupils with Education Health and Care Plans will have next setting and transition arrangements discussed at plan review meetings in the year prior to them leaving.
- Transition meetings will be held between Crackley Bank and the relevant high schools, where all information in relation to a child will be shared to enable support to continue into high school.
- Support for the pupil in coming to terms with moving on will be carefully planned and will include familiarisation visits and nurture if required. Pupils will be included in all transition days to the next phase but may also be offered additional transition visits.
- Pupils and parents will be encouraged to consider all options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information is comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

### Partnership with Parents/Carers

The school recognises that the partnership with parents and carers is vital in supporting the needs of individual pupils. The school aims to work in partnership with parents and carers.

We do so by:

- making parents and carers feel welcome
- encourage parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- giving parents and carers opportunities to play an active and valued role in their child's education
- 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
- working effectively with all other agencies supporting children and their parents

- 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
- sending parent questionnaires, these are sent out during the year and we appreciate and act on feedback that we receive
- having regular parent meetings and an annual written report if they have an EHCP
- meeting with parents at least three times a year to review the impact of their individual provisions and to review their next steps.
- making parents and carers aware of the Parent Partnership services.
- signposting to our school local offer information can be found on our website.  
[www.crackleybank.staffs.sch.uk](http://www.crackleybank.staffs.sch.uk)

### Training and Resources

We recognise the importance of regular staff training to ensure that we keep up to date as well as exploring new areas of knowledge in relation to special needs.

An annual training questionnaire is conducted to identify where there are gaps in staff expertise or where members of staff need refreshing in an area of professional development. Observations and individual staff requests can also lead to additional training for individuals.

Resources to support children with SEND are mostly kept in classrooms. However, the SENDCo does have some specialist equipment to meet specific needs. Additional resourcing implications may emerge from discussion around the strategies to be used with individual pupils. These will be brought to the senior leadership team meetings for consideration.

The annual audit and preparation for setting the actions on the school development plan provides the opportunity to look at the overall SEND budget. The SEND budget includes money for teaching assistants and purchasing additional services. Careful assessment of pupil progress helps measure value for money against different activities and interventions. Directors, the SENDCo and senior leadership team are involved in the process of determining how the SEND budget is allocated.

### Responsibility for the coordination of SEND provision:

The person responsible for overseeing the provision for children with SEND is Ms S Stevenson (Headteacher)  
[headteacher@crackleybank.staffs.sch](mailto:headteacher@crackleybank.staffs.sch) uk 01782 567700

The person co-ordinating the day to day provision for pupils with SEND is Mrs L Taylor (SENDCo)  
[deputyhead@crackleybank.staffs.sch.uk](mailto:deputyhead@crackleybank.staffs.sch.uk) 01782 567700

The governor responsible for overseeing the provision for children with SEND is Mrs N Pearson  
[office@crackleybank.staffs.sch.uk](mailto:office@crackleybank.staffs.sch.uk) 01782 567700

## Disapplication and modification

Crackley Bank can, where necessary, modify or disapply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all its children without recourse to disapplication or modification. We achieve this through greater differentiation of the child's work, or through the provision of additional learning resources. When necessary, we support learning through appropriate external specialists. In such cases, teachers work closely with these agencies to support the child. In exceptional circumstances we may decide that modification or disapplication is the correct procedure to follow. We would only do this after detailed consultation with parents and the Local Education Authority.

The SENDCo would also be closely involved in this process. We would ensure that every effort had been made to provide the necessary support from within the school's resources before considering such action.

Should we go ahead with modification or disapplication, we would do so through:

- Section 364 of the Education Act 1996. This allows modification or disapplication of the National Curriculum, or elements of it, through a statement of special educational needs;
- Section 365 of the Education Act 1996.

## Staffordshire's Local Offer

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

[www.education.gov.uk/schools/pupilsupport/sen](http://www.education.gov.uk/schools/pupilsupport/sen)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Staffordshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

## Accessibility

The school continues to review how accessible the environment, curriculum and communication are for pupils and the wider community.

We have wheelchair access for the school however access from one part of the school to the another may have to involve going outside the building. We also have a disabled toilet. Where we have concerns about the suitability of a classroom for a pupil with a particular need we ask the occupational therapist for an opinion.

We are an inclusive school and aim to ensure that all our curricular and extra-curricular activities are accessible to all our pupils. The trips and visits coordinator meets with the SENDCo to establish if there might be any difficulties for any pupils taking part in a school visit. Arrangements are made to overcome these.

## Admission arrangements

Please refer to the information contained in our school prospectus. The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010 and can be found in our Admissions Policy (available on our website). This includes children with any level of SEND; those with Education, Health and Care Plans and those without.

## Complaints procedure

If a parent or carer has any concerns or complaints regarding the SEND provision of their child:

- 1) Discuss any concerns with their class teacher
- 2) Discuss any concerns with the SENDCo (a meeting can be arranged by the school office)
- 3) Ask for a meeting with the Headteacher and SENDCo (a meeting can be arranged by the school office).
- 4) The complaints policy is available on the school website should it be required