CROWTHORNE CHURCH OF ENGLAND PRIMARY SCHOOL

Special Educational Need and Disability (SEND) Policy

Status of Policy	Date
Reviewed	Annually
Ratified by governors	July 2026
Review date:	July 2027

Our school policies reflect our vision of

Inspiring and enabling our school community to live life to the full, promoting excellence and nurturing compassion, honesty, trust, hope, respect, thankfulness and courage.

John 10 v 10:
Jesus said: "I have come that they might have life, and have it to the full"

CROWTHORNE CHURCH OF ENGLAND SCHOOL

SPECIAL EDUCATIONAL NEED AND DISABILITY (SEND) POLICY

Introduction

At Crowthorne Church of England School, we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. We value the abilities and achievements of all our pupils and are committed to providing for each pupil the best possible environment for learning - this is the responsibility of every adult employed by or invited to deliver services at Crowthorne C of E School. This also includes monitoring the provisions in place and taking an interest in the progress and conditions for any children on roll at Crowthorne who are in alternative provision.

Compliance

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

- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- Statutory guidance on supporting pupils at school with medical conditions (September 2014)
- The National Curriculum in England Key Stage 1 and 2 (Sept 2014)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Inclusion Policy

What are Special Educational Needs and Disability?

(Extract from SEND Code of Practice July 2014) A child or young person has SEND if they have a specific 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
- A child of compulsory school age or a young person 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.

The four broad areas of need described within the SEND Code of Practice 2014 are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

Identification

The Code of Practice outlines a graduated response to pupils' needs, recognising that there is a continuum of need matched by a continuum of support. This response is seen as action that is additional to or different from the provision made as part of the school's usual differentiated curriculum and strategies.

All teachers are responsible for identifying pupils with SEND and in collaboration with the SENDCo, will ensure that those pupils requiring different or additional support are identified at an early stage. In identifying potential SEND needs, reference is made to the 2014 Code of Practice which describes in detail the four broad categories of need. The purpose of identifying a child's special educational needs is to work out what action the teacher and school need to take, not to fit the child into a category. Staff identify the needs of pupils by considering the needs of the whole child and not just the special educational needs or disability of the child.

A child's SEND needs can be identified through use of assessment. Whether or not a pupil is making progress against National Curriculum expectations is seen as a significant factor in considering the

need for SEND provision. Pupil progress is discussed each term at pupil progress meetings with the Head Teacher, Class Teacher, SENDco and Deputy Headteacher.

Where parents/carers have concerns about their child, they talk initially to their child's Class Teacher sharing their concerns and agree relevant actions with the class teacher. The date for a follow-up meeting is made with the class teacher to revisit their concerns and discuss any progress that has been made.

A Graduated Approach to SEN Support

We adopt a high-quality teaching approach for all pupils. The key characteristics of high-quality teaching are:

- Specific learning objectives
- High levels of pupil involvement and engagement with their learning
- High levels of interaction from all pupils
- Appropriate use of teacher questioning, modelling, support, extension and scaffolding
- An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and praise to engage and motivate pupils
- Support for social and emotional needs

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND; additional intervention and support cannot compensate for a lack of high quality teaching.

Class teachers, supported by the Senior Leadership Team, make regular assessments of progress for all pupils. These seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to such progress should be high quality teaching targeted at areas where a child requires additional support.

Where a pupil is identified as having SEND, we will take action to remove barriers to learning and put effective special educational provision in place. This SEND support will take the form of the four-part cycle: Assess, Plan, Do, Review, 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. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. This approach is also taken where a child's needs are social and emotional – teachers will assess the need, plan strategies to use and support to put in place, implement the support and then review.

Assessment

In identifying a child needing SEND support, the Class Teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, the child's previous progress and attainment, the view and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. Concerns raised by a parent/carer will be recorded and compared to the setting's own assessment and information on how the pupil is developing.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals liaise with the school to help inform the assessments. Where professionals are not already working with school staff, the SENDCo will contact them, after having first gained parental consent.

Plan

Where it is decided to provide a pupil with SEND support, the parents/carers are formally notified. The teacher and the SENDCo will agree, in consultation with the parent/carer and the pupil, the adjustments, interventions and support to be put in place, as well as the expected impact on the progress, development or behaviour, along with a clear date for review. The support and intervention provided should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and should be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness and should be provided by staff with sufficient skills and knowledge. Where appropriate, plans should seek parental involvement to reinforce or contribute to progress at home.

Do

The Class Teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, the Class Teacher still retains responsibility for the pupil. They work closely with any Teaching Assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo supports the class or subject teacher in the further assessment of the child's particular strengths and areas of opportunity, aiding in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress, will be reviewed in line with the agreed date. The impact and quality of the support and interventions is evaluated, along with the views of the pupil and their parents/carers. This feeds back into the analysis of the pupil's needs. The class or subject teacher, working with the SENDCo, revises the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent/carer and pupil.

Where a pupil has an Education and Health Care Plan the local authority, in cooperation with the school, will review the plan, as a minimum, every twelve months.

The success of the school's SEND policy and provision is evaluated through:

- Monitoring of classroom practice by the Headteacher, Deputy Headteacher and SENDCo
- Analysis of pupil data
- Monitoring of procedures and practice by the SEND governor
- School Self-Evaluation document (SEF)
- Local Authority moderation process (STEP) and OFSTED inspection arrangements
- Meetings with parents/carers and staff, both formal and informal

Managing Children's Needs on the SEND Register

All children on the SEND register will have a 'Learning Pathway' which details important information about the child, including their areas of strength and development, their outcomes and steps taken to allow children to achieve them. The 'Learning Pathway' is a working document which is updated to reflect the current needs of the child. Class Teachers, parents, pupils and other professionals will all contribute to the Learning Pathway.

A provision map details any professionals who have assessed or supported the child.

Targets are reviewed, amended, set at least once a term in consultation with the child and parents.

Class teachers are responsible for evidencing progress according to the outcomes described in the plan and are responsible for maintaining and updating provision maps. These are then shared with

everyone involved with the child. The SENDCo reviews all records provided by class teachers to ensure consistency across the school, appropriateness of objectives and quality of outcomes.

Specialist Support

Schools may involve specialists at any point to advise them on early identification of SEND and effective support and interventions. Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school should consider involving specialists including those secured by the school itself or from outside agencies. The pupil's parents/carers will always be involved in any decision to involve specialists. The involvement of specialists and what was discussed or agreed should be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEND support.

Education, Health and Care needs assessments

Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress and further support will exceed the cost threshold schools are expected to fund, the school or parents/carers will consider requesting an Education, health and care needs assessment.

Criteria for exiting the SEN Register

If it is felt that children are making progress which is sustainable, then they may be removed from the SEND register. If this is the case, then the views of the teacher, SENDCo, child and parents/carers will be taken into account, as well as those of any other professionals involved with the child. All records will be kept until the child leaves the school (and passed on to the next setting). The child will continue to be monitored through the school's monitoring processes, such as pupil progress meetings. If it is felt that the child requires additional assistance, then the procedures set out in this policy will be followed.

Training & Resources

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. All teachers and support staff undertake induction on taking up a post, and the systems and structures in place around the school's SEND provision and practices are explained and the needs of individual pupils are discussed. Staff training will be discussed at this stage, and both teaching and support staff will be made aware of training opportunities that relate to working with a child with SEND.

The school's SENDCo regularly attends the Bracknell Forest SENDCo Forum meetings in order to keep up to date with local and national updates in SEND.

Storing and management of information

Documents relating to pupils on the SEND register will be stored with their pupil file. SEND records will be passed on to a child's next setting when he or she leaves Crowthorne.

The Head Teacher has the responsibility for the day to day management of all aspects of the school's work including provision for children with special educational needs and disability. The Head Teacher:

- Provides a system for the efficient transmission of information to all who are likely to teach/support the child with SEND.
- Works closely with the SENDCo to:
    - Ensure there are planned strategies for identifying difficulties
    - Individual records are kept
    - Advise the LA that a statutory assessment might be necessary
    - Make available as appropriate open records, which detail the implications for classroom organisation, equipment and practice of a pupil with SEND
- Ensures that the LA, parents/carers and governing body are informed of any pupil in respect of whom the provisions of the National Curriculum have temporarily been disapplied or modified.

- Inform the LA when a pupil is considered to have SEND that may be beyond the resources of the school.
- Identify in consultation with SENDCo and others, the in-service needs of the staff in relation to the special educational provision.
- Ensure that the arrangements for special educational provision are kept under review and reported to the governors termly to include:

    - The number of pupils identified by the school as having SEND and the action being taken by the school to support their learning as recorded on the provision maps
    - The number of pupils receiving additional support from outside the school's resources
    - The attainment and progress of all children with SEND
    - The deployment of resources allocated significantly for pupils with an EHC Plan
    - Ensure that such reports and information are made available to the LA when requested

The Special Educational Needs and Disability Coordinator (SENDCo) will:

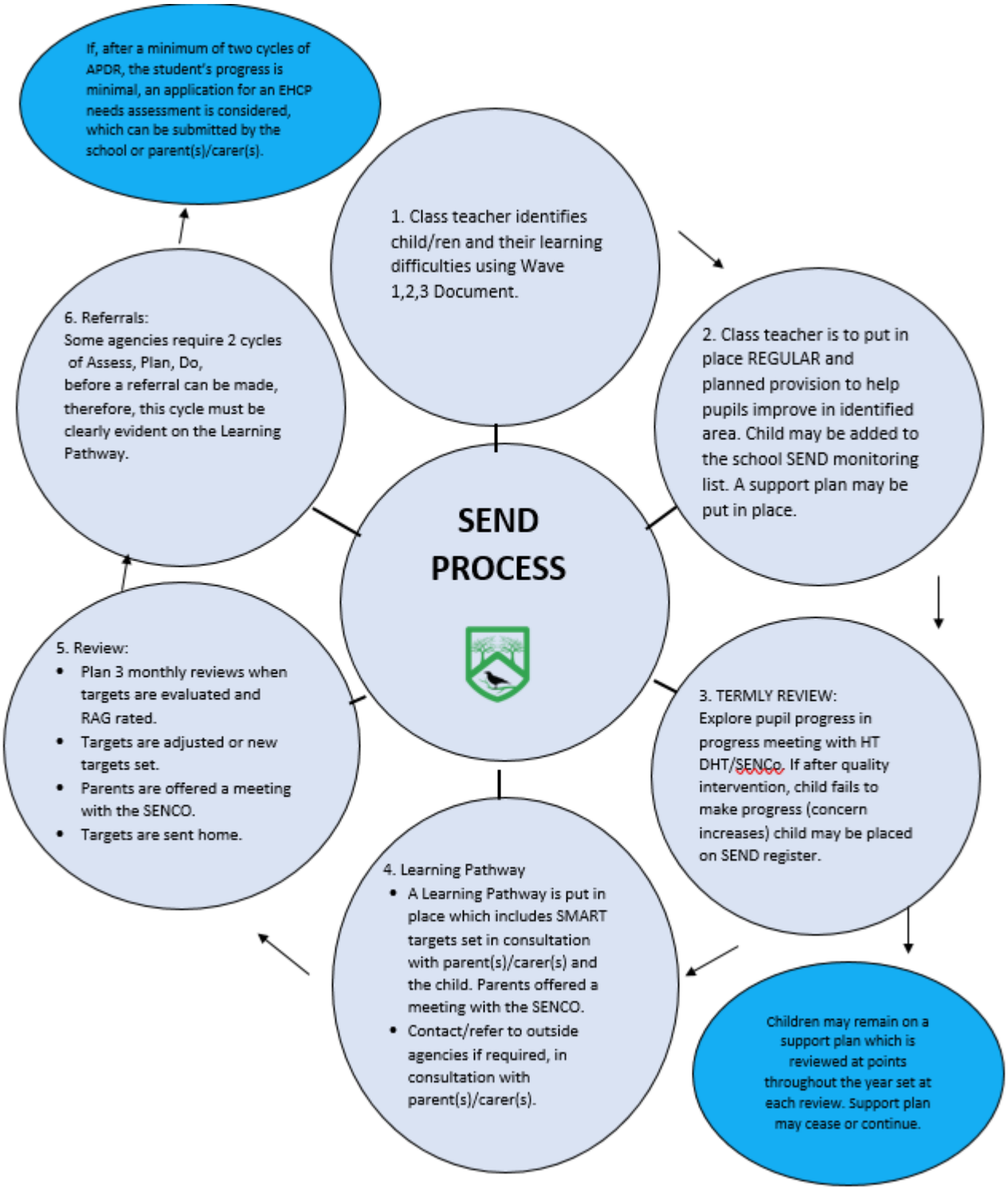
- Oversee the day-to-day operation of the SEND policy
- Coordinate provision for children with special educational needs and disabilities
- Liaise with and advise colleagues
- Advise on management of additional adults working in the classroom
- Oversee the records of all children with SEND
- Liaise with parents/carers of children with special educational needs and disabilities
- Contribute to the in-service training of staff
- Liaise with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

The Class Teacher will:

- Provide access to all areas of the curriculum
- Identify the child's needs, strengths and areas they require support
- Provide appropriate activities, considering the needs of the child
- Offer structure, support and scaffolding
- Read information about the child and act upon it
- Keep all staff informed at liaison meetings
- Monitor and assess progress and attainment
- Keep appropriate records
- Keep parents/carers informed
- Discuss progress with child

The parents/carers will:

- Be involved in the education of their children
- Share information with the Class Teacher
- Be given the opportunity to liaise with professional agencies
- Become involved in the target setting and evaluation process
- Support their child at home with reference to specific targets given by the school (where appropriate)


SEND PROCESS
1. Class teacher identifies child/ren and their learning difficulties using Wave 1,2,3 Document.
2. Class teacher is to put in place REGULAR and planned provision to help pupils improve in identified area. Child may be added to the school SEND monitoring list. A support plan may be put in place.
3. TERMLY REVIEW: Explore pupil progress in progress meeting with HT DHT/SENCo. If after quality intervention, child fails to make progress (concern increases) child may be placed on SEND register.
Children may remain on a support plan which is reviewed at points throughout the year set at each review. Support plan may cease or continue.
4. Learning Pathway
• A Learning Pathway is put in place which includes SMART targets set in consultation with parent(s)/carer(s) and the child. Parents offered a meeting with the SENCO.
• Contact/refer to outside agencies if required, in consultation with parent(s)/carer(s).
5. Review:
• Plan 3 monthly reviews when targets are evaluated and RAG rated.
• Targets are adjusted or new targets set.
• Parents are offered a meeting with the SENCO.
• Targets are sent home.
6. Referrals:
Some agencies require 2 cycles of Assess, Plan, Do, before a referral can be made, therefore, this cycle must be clearly evident on the Learning Pathway.
If, after a minimum of two cycles of APDR, the student's progress is minimal, an application for an EHCP needs assessment is considered, which can be submitted by the school or parent(s)/carer(s).