



SEND policy and information report Crazies Hill Church of England Primary School



Approved by:	LGB	Date: May 2022
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Last reviewed on:	New TKAT Policy
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Next review due by:	TKAT
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The Keys Academy Trust

This is a Trust policy to be implemented by all schools within The Keys Academy Trust to ensure a consistent approach in line with the Trust's vision and values for all pupils with SEND.

Vision:

We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

The staff of Crazies Hill Church of England Primary School are committed, in partnership with the parents/carers, pupils, governors, trustees of The Keys Academy Trust and the Local Authority, to provide an education of the highest standard for all our children.

‘A tree is known by its fruit, people by their actions’
(based on Matthew 12 verse 33-5’)

Our vision at Crazies Hill CE Primary School is that our ‘fruit’ will be children and adults who have the resilience to weather life’s ups and downs, respect for themselves, others and their environment and the ability to build and maintain good relationships with all in their community. All our policies are written with this vision in mind.

At Crazies Hill C.E. Primary School we provide support to ensure that children and young people who have special educational needs and/or disabilities can access an education which is inclusive and responsive to their individual needs. We have a graduated response to providing support which will enable all our pupils to succeed and have high aspirations.

This document describes the national requirements introduced by The Children and Families Act 2014 and how Crazies Hill C.E. Primary School will meet the requirements through the funding made available to us

through our budget and through other funding streams. It also sets out under what circumstances we would refer to the local authority for an Education, Health and Care needs assessment.

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is Sarah Combe, her email - senco@crazieshill.wokingham.sch.uk

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor is Kathleen Sokolowski ksokolowski@crazieshill.wokingham.sch.uk

They will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- › Work with the SENCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › The progress and development of every pupil in their class
- › Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- › 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- › Everyone develops a good understanding of the pupil's areas of strength and difficulty
- › We take into account the parents' concerns
- › Everyone understands the agreed outcomes sought for the child
- › Everyone is clear on what the next steps are

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- › The teacher's assessment and experience of the pupil
- › Their previous progress and attainment or behaviour
- › Other teachers' assessments, where relevant
- › The individual's development in comparison to their peers and national data
- › The views and experience of parents
- › The pupil's own views
- › Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

We help to prepare all pupils for the next stage in their learning by carefully planning transition programmes that meet the needs for all pupils including those with special educational needs. Additional visits to the Key Stage 3 setting are arranged as required.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching is our first step in responding to pupils who have SEND. This will be scaffolded for individual pupils.

Where appropriate we will also provide a range of interventions. Please refer to SEND Information Report.

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

- Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We work with the following agencies to provide support for pupils with SEND:

- Educational Psychologist (EP)
- Learning Support Service (LSS)
- Education Welfare Officers (EWO)
- Child and Adolescent Mental Health Service (CAMHS)
- Occupational Therapists (OT)
- Speech and language therapists (SALT)
- School Nurse
- Sensory Consortium
- ASSIST – Parenting Support for families with children who have Autism
- Behaviour Support Team at Foundry College
- Adoption Team
- Physiotherapist
- Traveller Education Service

5.9 Expertise and training of staff

Our SENCO is experienced in this role and has worked as a qualified teacher.

They are allocated 1 a week to manage SEND provision.

We have a team of teaching assistants, including higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

5.10 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Monitoring by the SENCO
- Using individual provision plans (IPPs) to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to participate in all activities, for example; our residential trip(s), sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

To ensure our trips are inclusive for our SEND pupils we take the following steps:

- Discuss possible alternative arrangement with SEND pupils and their families
- Ensure higher staffing ratios to support our SEND pupils on trips and at school events, where appropriate
- Checking the accessibility and risk assessments of external visits and ensuring they are appropriate to our pupils needs
- When appropriate and with parents' consent, we will provide an outline of our pupils needs with external providers to promote inclusive practice
- Ensure appropriate preparation is conducted with our SEND children e.g. social stories, exit plans, individual risk assessments
- Have a flexible approach to participation. For example, allowing pupils to take part in a selection of activities, where appropriate.

5.12 Support for improving emotional and social development

We provide support for pupils to improve their emotional and social development. We have a zero-tolerance approach to bullying.

5.13 Working with other agencies

There are times when the school may wish to seek further specialist, professional advice on how to support a child with additional needs. If this is the case, parents will be asked to meet with their child's Class Teacher and the school's SENCO to discuss the options that are available. Where appropriate and with the necessary consent the school is able to contact an array of services including:

- Parenting & Family Support
- Educational Welfare Officers (EWOs)
- Child and Adolescent Mental Health Services (CAMHS)
- Occupational Therapy (OT)
- Speech and Language Therapy (SALT)

- School Nurse
- Sensory Consortium
- ASSIST (Autism Support Service)
- Foundry College
- Learning Support Services
- Educational Psychology

All of these services are familiar to the school so the SENCo will be able to explain to parents how they usually operate. When these services are involved, we will have regular meetings to ensure that everybody is kept up to date and new information can be shared.

5.14 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO or head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.15 Contact details of support services for parents of pupils with SEND

Parents/guardians can contact:

- Your child's Class Teacher
- The Inclusion Coordinator/SENCo: Mrs Sarah Combe
- Head of School: Mrs Jo Shell
- Executive Headteacher: Mr Luke Henderson
- Chair of Governors: Mrs Lesley Turville
- All school staff are contactable via the school office.

For school staff, all contact can be initially made via the school office. Our office team will direct you to the relevant staff member from there.

5.16 Contact details for raising concerns

If you have concerns regarding your child, your first point of contact to discuss these should be with your child's class teacher. They will be able to discuss these with you in detail and discuss potential 'next steps'. If the class teacher feels further support may be necessary, they will request a meeting with the school SENCo to analyse these concerns further.

5.17 The local authority local offer

Our contribution to the local offer is:

<https://directory.wokingham.gov.uk/kb5/wokingham/directory/service.page?id=2Pou6wTOp6U>

Our local authority's local offer is published here:

<https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs/>

6. Monitoring arrangements

This policy and information report will be reviewed by the SENCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Anti-Bullying
- Behaviour
- Equality information and objectives
- Safeguarding
- Supporting pupils with medical conditions