



# Special Educational Needs Policy

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<b>Prepared by</b>	SENDSCO
<b>Reviewed by</b>	LGB
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**Section 1: Main contacts and Policy details**



Name and contact details of the Headteacher: Mrs Rhonda Blakemore 01724 710312  
[admin@crowleprimaryacademy.co.uk](mailto:admin@crowleprimaryacademy.co.uk)

Name and contact details of the SENCO: Mrs Erica Fawcett (school)  
[admin@crowleprimaryacademy.co.uk](mailto:admin@crowleprimaryacademy.co.uk)

Name and contact details of the SEN Governor: Charlotte Leach 01724 710312 [admin@crowleprimaryacademy.co.uk](mailto:admin@crowleprimaryacademy.co.uk)

## **Section 2: Legislative Compliance**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014).

It also meets the requirements of the Statutory Instrument: Special Educational Needs (Information) Regulations (Clause 65).

This guidance is for staff, parents /carers, children and practitioners across education, health and care agencies. It is written with reference to the following further guidance and documents:

- Part 3 of the Children and Families Act 2014 and SEND Code of Practice January 2015.
- Equality Act 2010, subsequent updates and DfE advice for schools February 2013.
- Statutory Guidance on supporting pupils at school with medical conditions, April 2014.
- Teachers Standards 2012.
- National Inclusion Statement.
- The National Curriculum in England Key stage 1 & 2 framework document.
- Schools SEN Information Report Regulations 2014.

## **SEN Information Report**

Our SEN Information Report sets out how we are implementing our SEN Policy and meeting our duties under the Equality Act 2010. This can be located on our website.

## **Section 3: Our school profile and Vision**

### **School Profile**

Crowle Primary Academy is a voluntary converter Academy. It is a mainstream Academy serving children from the age of 3 to 11.

Our approach is relational based on unconditional positive regard.

We adhere to our core school and British Values. We aim to provide a nurturing, happy atmosphere with a safe, stimulating environment. We encourage our learners to be independent, confident in their own abilities and inquisitive to learn more.

The presence of children with either a disability or special educational needs is warmly welcomed by all academy staff and directors. Every opportunity will be taken to ensure that these pupils, along with all others, are treated equitably and fairly at all times.

### **Our School Vision**

When you walk into our school you feel the nurturing and happy atmosphere. You see that we care for our environment, it is safe and stimulating.

Step into a classroom to find teachers delivering inspirational lessons to independent learners who are confident in their own abilities and inquisitive to learn more.



Each child understands the learning journey they are on and the steps they need to take to get them there. They recognise that there will be some pits along the way but are resilient enough to keep going in order to reach their potential.

You find a building filled with a learning family who believe in themselves and know that when they do this they can achieve.

A school that places families, the community and their wellbeing at the heart of what we do.

You see that when the children are ready to leave us at the end of their primary school journey, they are prepared for the next stage of their education and for life in the modern world.

#### **Our Core values**

Respect  
Resilience  
Responsibility

#### **Categories of SEN**

SEN is divided into 4 main categories as referred to in the SEN Code of Practice January 2015:

- Communication and interaction.
- Cognition and learning.
- Social, emotional and mental health difficulties.
- Sensory and/or physical needs.

#### **Communication and interaction**

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Disorder (ASD), are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and interaction and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

Support for learning difficulties may be required when children learn at a significantly slower pace than their peers, even with the right level of differentiation.

Learning difficulties cover a wide range of needs, including:

- Moderate learning difficulties (MLD).
- Severe learning difficulties (SLD)
- Profound and multiple learning difficulties (PMLD)
- Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**



Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need. Behaviour difficulties become special educational needs (as defined by the SEND Code of Practice 2015) called 'SEMH' when there is a detrimental impact of social, emotional or mental health needs, resulting in the child not attaining at age expected levels.

For example, a child who is having difficulty regulating their emotions at school (either due to their own internal regulation difficulties or external factors) and who is unable to implement the behaviours-for-learning required to make expected progress and attainment, may be described as having a special educational need.

Children and young people may experience a wide range of social and emotional difficulties which are noticeable in many ways. These may include; becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have conditions such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).

The academy will refer to guidance published by The Department for Education (DfE) on managing pupils' mental health and behaviour difficulties in schools. <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

#### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

#### **Section 4: Aims and Objectives of this Policy**

##### **Aims**

The aims of education at Crowle Primary Academy are the same for all children regardless of gender, class, race, disability or difficulty.

We aim to:

- Ensure every child has equal access to and participation in the school community.
- Ensure that every child has access to the full curriculum and achieves their full potential.
- Ensure that children and parents are fully involved at every stage.
- Establish effective partnerships with parents.
- Ensure our children benefit from quality first teaching.
- Ensure that staff have a good understanding of the graduated approach through training.
- Ensure effective multi-agency work, seeking the views of professionals and implementing their recommendations in a timely manner.

##### **Objectives**

- To identify children with SEND as early as possible in their school career so that those needs can be addressed.
- To provide for the needs of each individual child using in-school resources and support from outside agencies as necessary.
- Deploy support staff appropriately so that the child's needs can best be met.



- Ensure that learning opportunities are differentiated to enable children to learn effectively and to be challenged.
- To monitor, review and assess each child's progress regularly in order to inform future provision. This will be done termly using a range of tests as appropriate, and a rigorous analysis of results carried out to ensure gaps in learning can be addressed and provision can best meet the needs of the children.
- Use provision mapping to ensure best value and to ensure that children receive the provision which will best meet their needs.
- To liaise with parents and keep them informed of their child's progress and the provision made to meet their special educational needs, and to include the voice of the parent in the monitoring and reviewing process.
- Including the voice of the child in the monitoring and reviewing process.
- Ensure that the SENCO will work within the SEND policy and provide support for all staff.

## **Section 5: Definitions of SEN and of Disability**

### **Code of Practice Definition of Special Educational Needs**

A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty 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 school (see the SEN Code of Practice introduction).

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the adaptive approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEN if they are not making adequate progress despite good quality, adaptive quality first teaching and all relevant and purposeful interventions and strategies being in place.

### **Difficulties which may not be related to SEN**

Some children in our school may be underachieving, which may be caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are put in place to help these children catch up and keep up.

Difficulties related solely to difficulties in English as an additional language are not SEN. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEN or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEN:

- Attendance and Punctuality.
- Health and Welfare.
- Being in receipt of Pupil Premium Grant.
- Being a Looked After Child.
- Being a child of Serviceman/woman.

### **Disability**

The definition of disability under the Equality Act 2010 is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'.

This definition provides a relatively low threshold and includes more children than may be expected: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.



This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition.

The DDA, as amended by the SEN and Disability Act 2001, places a duty on all Academies to increase - over time - the accessibility of schools for disabled pupils and to implement their plans. Academies are required to produce written accessibility plans for their individual Academy. Crowle Primary Academy's Accessibility Plan forms part of our Equality Plan and Policy, which can be found on the school website.

### **Section 6: Graduated approach to identifying whether a child should be in receipt of SEN Support**

A register is kept of pupils with SEND. Reviews of the SEND register take place three times a year. SEN support plans are used to record additional provision for pupils on the SEND register. For pupils with Education, Health and Care Plans, an annual review meeting is also held.

The Academy has adopted a graduated approach as outlined in the SEND Code of Practice 0-25 (January 2015). The stages are:

Wave 1 – First response.

Wave 2 – Targeted support.

Wave 3 – SEN support.

SEN support takes the form of a four-part cycle (assess, plan, do, review) through which earlier decisions and actions are revisited, refined and revised with growing understanding of the child's needs and of what supports the child to make good progress. This graduated approach draws on more detailed approaches, frequent review, and specialist expertise in successive cycles in order to match interventions to the needs of children.

### **Identification, Assessment and Review**

All our children's needs are identified and met as early as possible through:

- Observation, assessment, target setting and monitoring arrangements (cycle of assessment, plan, do and review APDR).
- Listening to and following up parental concerns.
- Listening to and taking into account the child's views, wishes and feelings.
- SEN support plan, Medical care plan, provision map (group or individual), in-school tracking systems.
- The analysis of data including baseline assessments and end of Key Stage achievement to track individual children's progress over time.
- Liaison with schools and other settings on phase and in year transfer.
- Exchanging information from other services across education, health, care and the voluntary sector
- In school diagnostic testing to inform interventions or approaches.
- Involving an external agency, and the Educational Psychology Service (EPS) as a minimum, where it is considered that a special educational need may be significant and long term and may require more in-depth and frequently reviewed cycles of assess, plan, do and review.
- Use of Pupil Progress meetings to monitor progress and analyse formative and summative assessment on a termly basis. During the meetings plans are formulated focusing on children's outcomes.

### **General Provision for all children using core school funding**



All children will have access to well-scaffolded, quality first teaching enhanced, where appropriate, through low level, short term interventions.

Children who are underachieving will have been identified as needing to make accelerated progress but will not necessarily be children with SEN.

The provision maps enable us to:

Plan strategically to meet children's identified needs.

- Recognise gaps in provision.
- Highlight repetitive or ineffective use of resources.
- Inform parents, the Local Authority, external agencies and Ofsted about resource deployment.

### **Examples of curriculum access and provision**

Where children are underachieving and/or identified as having high incidence (low need) special educational needs, our school meets these additional needs in a variety of ways. We use a combination of approaches to address targets identified for individual children. For example:

Scaffolded learning activities as part of quality first teaching.

- Preparation for learning experiences.
- Evidence-based intervention programmes.
- Targeted additional adult group and individual support.
- Precision teaching.
- SMART target setting.

### **Monitoring and Evaluation of Progress**

This is completed using the following methods;

- Ongoing assessment of progress against targets and expected outcomes.
- Lesson observations to scrutinise levels of adaptation and use of classroom resources.
- Informal feedback from all staff via discussions with the SENCO.
- Parental questionnaires and conversations, alongside pupil interviews.
- Pupil progress tracking using assessment data (whole-school processes).
- Attendance records and liaison with Education Welfare Officer (EWO) where appropriate.
- Pupil Progress meetings about children's progress between teachers, the head teacher and SENCO.

### **Additional SEN Support Provision, Monitoring and Reviewing using school's delegated additional needs funding**

In addition to the identification, assessment, provision and monitoring for all children, our approach to SEN Support is as follows:

- The class teacher, with the SENCO if necessary, will discuss with parents if we feel that their child requires SEN Support.
- Additional SEN support will be in place when a child's needs require intervention which is "additional to" or "different from" the adaptive curriculum offer, which in turn informs the SEN provision maps.
- We will agree SMART targets towards long, medium and short term outcomes that are reviewed termly with parents and their child as appropriate on an SEN Support Plan.
- Our SEN Support Plans are a planning, teaching and reviewing tool and are a working document which can be constantly refined and amended.
- Pupil and parent views will be incorporated.





Where the child's class teacher, SENCO and parent agree that the child has made good progress, it may be appropriate for needs to be met through effective class based strategies, resources and whole school interventions and assessment. In this instance, the child would no longer be recorded as being in receipt of SEN Support.

### **Section 7: Request for Statutory Education, Health and Care Assessment**

For some children with SEN, despite the Academy, family and other agencies working together to put in place all relevant and purposeful interventions and support, expected progress is not made. In these circumstances, external agencies, particularly an Educational Psychologist, will already have been involved in discussing, assessing the child and/or contributing to their provision.

A multi-agency meeting will discuss if it is appropriate to submit a request to the Local Authority to consider whether a statutory assessment of education, health and care needs is necessary.

### **Section 8: Education, Health and Care Plan**

Children with an Education and Health Care Plan will have access to all arrangements for children with SEN support, and in addition to this they will have an Annual Review of their plan. Supplementary or interim reviews may be called if required. Our review procedures fully comply with those recommended in section 6.56 and 9.173-6 of the Special Educational Needs Code of Practice January 2015.

### **Section 9: Management of SEND within our school**

#### **The Governing Body**

Have delegated the responsibility for the ongoing implementation of this SEND Policy to our Special Educational Needs Coordinator (SENCO).

#### **All staff in school**

All have a responsibility for maximising the achievement and opportunity of vulnerable and disadvantaged learners. All staffing appointments to support any vulnerable or disadvantaged child will be carried out in accordance with equal opportunities legislation, employment law, safer recruiting policy and best practice. All vacancies will be competitively advertised and recruited.

#### **Staff new to school**

An induction on the Academy's SEND Policies and procedures will be provided by the SENCO. CPD will target priorities for SEND children as set out in the developing excellence plan, or meeting the needs of individual children or staff members.

#### **The Headteacher**

Has responsibility for monitoring and evaluating the progress of all children and for making strategic decisions which will maximise their opportunity to learn.

#### **The SENCO**

Responsible for reporting regularly to the Headteacher and the Governor with responsibility for SEN on the ongoing effectiveness of this policy. The SENCO has the designated teacher role for looked after children and has strategic responsibility for the inclusion of children who are adopted or in local authority care.

The SENCO will oversee the day- to-day operation of this policy and will:

- Be a qualified teacher working within the Rose Learning Trust.
- Have the relevant qualification or be working towards this.
- Strategically support the quality of teaching, evaluate the quality of support and contribute to school improvement.



- Identify on the provision map those children requiring SEN support from the school's delegated budget and children with education health and care plans.
- Co-ordinate provision for children with SEN.
- Liaise with and advise teachers and other classroom / targeted support staff.
- Manage the records of all children with SEN.
- Liaise with parents of children with SEN, in conjunction with class teachers.
- Contribute to the in-service training of staff as part of the school's development plan and annual schedule of continuous professional development.
- Moderate SEN support plans.
- Co-ordinate multi agency meetings and statutory Annual Reviews for children with an Education Health and Care Plan or comply with requests to participate in meetings led by other lead practitioners.
- Ensure effective and timely transition arrangements for children moving into and out of our school.
- Evaluate regularly the impact and effectiveness of all additional interventions for children with SEN.
- Follow Local Authority guidance and procedures when it is considered that a child with significant and long term SEN may require significant support through statutory processes.
- Attend MAT SENCO network meetings and training as appropriate.
- Liaise closely with a range of outside agencies to support vulnerable learners.

#### Teachers

Are responsible for the four stages (assess, plan, do, review) of action with the support and guidance of the SENCO and specialist staff.

Our Classroom Teachers will:

- Focus on outcomes for every child.
- Be responsible for meeting special educational needs under the guidance of the SENCO and Headteacher.
- Have high aspirations for every child setting clear progress targets.
- Involve parents and the child in planning and reviewing progress; sharing information, seeking their views and providing regular updates on progress.

#### Teaching Assistants (TAs)

Are part of our whole school approach to SEN working in partnership with the classroom/subject teacher and the SENCO. We deploy our TAs depending on their level of experience and to meet the needs of our vulnerable children. Our TAs are most effective when the support they give is focused on the achievement of specific outcomes. TAs can be part of a package of support for the individual child but are never a substitute for the teacher's involvement with that child.

#### **Section 10: Partnership with Parents/Carers**

At Crowle Primary Academy we believe it is vital to work in partnership with parents and carers.

We aim to do so by:

- Working effectively with all other agencies supporting children and their parents.
- Making parents and carers feel welcome.
- Encouraging parents and carers to inform school of any difficulties they feel their child may be having or other needs their child may have which need addressing.
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child.
- Keeping parents and carers informed and giving support during assessment and any related decision-making process.
- Making parents and carers aware of sources of information, advice and support.
- Providing all information in an accessible way for parents with English as an additional language.



- Producing an SEN information report that will be published on the school website and publishing information about the Pupil Premium (expenditure and impact) on the school website.

### **Section 11: Involvement of children**

Children have the right to be involved in making decisions and exercising choice. We encourage all children to be involved in monitoring and reviewing their individual progress through peer and self-evaluation.

We endeavour to involve all children fully by encouraging them to:

- Share their views about their education and learning.
- Identify their own needs and learn about learning.
- Share in individual plans so that they know what they are working towards.
- Self-review their progress and set new targets.
- Monitor their success at achieving the targets on their SEN Support Plan.

### **Section 12: Supporting pupils at school with medical conditions**

Some children in our school have medical conditions that require care and support to enable 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 EHCP which brings together health and social care needs, as well as their special educational provision. The school has a policy for 'supporting children with medical conditions', which can be found under the "Policies" tab on the school website.

### **Section 13: Effective Transition**

For our early years children and children moving between key stages, we will ensure early and timely planning for transfer into our school, within our school year groups and onto the next phase of education.

During the year in which children are due to change school or class, transition meetings and a transition day for all children are held and meetings are arranged to discuss each child. For children with SEN this may include additional familiarisation visits, peer activities, social stories, parental/carer visits to our school or other reasonable adjustments in addition to normal arrangements for all children.

When children are due to leave our school, school supports the child alongside the parents to consider all options for the next phase of education. We will involve outside agencies, as appropriate, to ensure information is impartial, comprehensive but easily accessible and understandable. Accompanied visits to other providers may be arranged as appropriate.

We will discuss transition needs of all children with an Education Health and Care Plans at their statutory Annual Reviews. For children with an Education Health and Care Plan, the SENCO of the chosen school will also be invited to attend any Annual Reviews for the children who are transferring.

### **Section 14: Admission Arrangements**

No child will be refused admission to school on the basis of his or her special educational need, ethnicity or language need. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision (*see Admission policy for the Academy*).



### **Section 15: Accessibility and Exam Access Arrangements**

The statutory examinations our children take at the end of key stage 1 and 2 are designed to be accessible to the majority of pupils in the specified amount of time without any modification. In the case of children with SEND, they may be eligible for access arrangements. However, these arrangements must be part of normal classroom practice for the child.

For some children with slow writing speed or fine motor difficulties it may be appropriate to download the appropriate form for using an amanuensis or making a transcript. For pupils with visual impairment it may be necessary to order modified or large print test papers.

Some access arrangements require permission from the Local Authority (e.g. additional time or early opening of tests). Applications for these arrangements to be considered will be filled in online by the Academy at the NCA Tools website.

A very small minority of pupils may qualify for 25% additional time in the tests. Additional time is only appropriate for pupils that, for a specific reason, cannot demonstrate their true potential in the set amount of time.

### **Section 16: Storage of Records**

Documents relating to pupils on the SEND register will be stored in a locked cupboard. SEND records will be passed on to a child's next setting when he or she leaves Crowle Primary Academy. The Academy has a Confidentiality Policy which applies to all written pupil records. GDPR regulations are adhered to.

### **Section 17: Complaints**

If there are any complaints relating to the provision for children with SEN these will be dealt with in the first instance by the class teacher and SENCO, then, if unresolved, by the Headteacher. In the case of an unresolved complaint the issue should be taken through the general Academy complaints procedure (*see separate Complaints Policy*).

### **Section 18: Other key members of staff in our school**

Designated Safeguarding Lead – Rhonda Blakemore.  
Deputy Safeguarding Leads - Jane Howden and Erica Fawcett  
LAC Designated Teacher –Erica Fawcett.

### **Section 19: Links with other services and schools**

#### **Speech and Language Therapy Service**

<https://www.nlg.nhs.uk/services/childrens-speech-language/nlincs/>

#### **Educational Psychology Service**

[Educational Psychology | North Lincolnshire](#)

#### **Occupational Therapy and Physiotherapy Services**

<https://www.nlg.nhs.uk/services/childrens-therapy-teams/>

#### **Neurodevelopmental Assessment Pathway**

<https://camhs.rdash.nhs.uk/north-lincolnshire/neurodevelopment-asd-adhd/>

#### **Special Educational Needs and Disability, Information and Advice Service (SENDIASS)**

<https://www.northlincs.gov.uk/schools-libraries-and-learning/sendias/>

The Academy is in a Multi-Academy Trust named 'The Rose Learning Trust'. Currently there are eight other schools in our MAT including; Woodfield Primary, Balby Central Primary, Richmond Hill Primary, Hatchell Wood Primary School, Owston Park Primary Academy and Lakeside Primary Academy. Being part of a Multi-Academy Trust enables staff and SENCOs to share their expertise and maximise effective practises for better outcomes for our children. SENCOs from all schools meet at least four times per year to share news and procedures related to SEND.



**Section 20: Information on where the Local Authority's Local Offer is published**

[SEND Local Offer | North Lincolnshire Special Educational Needs & Disability](#)

