



Crossley Hall

Primary School

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SEN Policy

To be Ratified May 2016

At Crossley Hall Primary School we are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at, Crossley Hall Primary School. We recognise our responsibility to safeguard and promote the welfare of all our pupils by protecting them from physical, sexual or emotional abuse, neglect or bullying.

Special Educational Needs Policy

At Crossley Hall Primary School we aim to enthuse all our children and strive to foster a life-long love of learning through a broad, balanced and creative curriculum where all children can access and achieve regardless of gender, race, religion or abilities.

The National Curriculum is our starting point for planning that meets the specific needs of individuals and groups of children. When planning, teachers set suitable learning challenges and respond to children's diverse learning needs. A minority of children have particular learning and assessment requirements that could create barriers to learning.

These requirements are likely to arise as a consequence of a child having individual needs over and above those of their peers. Teachers take account of these requirements and make provision, where necessary, to support individuals or groups of children and thus enable them to participate effectively in curriculum and assessment activities.

Children may have an individual need either throughout, or at any time during, their school career. This policy ensures that curriculum planning and assessment for children with individual needs takes account of the type and extent of the difficulty experienced by the child.

Our Approach

We aim to:

- Provide equal opportunities for children of all needs and abilities in our school, recognising that any child may have Special Educational Needs (SEN) at some time in his or her educational career.
- Ensure that the special needs of children are identified, assessed and necessary provision made for any pupil who has Special Educational Needs.
- Create a learning environment that meets the special needs of each child within a broad, balanced and relevant education.
- Enable all children to have full access to all elements of the school curriculum.
- Work in partnership with parents, outside agencies and the Educational Psychologist to ensure the best provision is provided for our children.

- Ensure that children with Special Educational Needs are involved, where practicable; in decisions affecting their future additional needs provision.
- Ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them.
- Ensure that these children have the opportunity, and are expected to contribute to the work and life of the school.
- Develop the children's self-confidence and their respect of individual differences.

Definition of Special Educational Needs

Children have Special Educational Needs if they have a learning difficulty or particular need, which calls for special educational provision to be made for them.

A child has Special Educational Needs if they:

- Have a significantly greater difficulty in learning than the majority of children of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream school or mainstream post-16 institutions.

Additional provision means:

- Educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools (other than special schools) in the area (1993 Education Act, section 156)

Children must not be regarded as having learning difficulties solely because their language, or form of the home language, is different from that in which they were taught.

School will have due regard for the Code of Practice when carrying out our duties towards all pupils with additional needs, and ensure that parents are notified when additional provision is being made for their child.

Areas of special educational need

Crossley Hall Primary will make provision for pupils with the following four kinds of need:

1. Communication and interaction
2. Cognition and learning
3. Social, mental and emotional health
4. Sensory and / or physical

Roles and Responsibilities

Provision for children at Crossley Hall Primary School is a matter for the school as a whole including Governors, Head Teacher, Special Needs Co-ordinator and all teaching staff.

The Role of the Governors:

The governing body, in co-operation with the head teacher will;

- determine the schools general policy and approach to provision for children with SEN.
- establish the appropriate staffing and funding arrangements.
- Maintain a general oversight of the schools work.
- Designate one specific governor to take a particular interest in and closely monitor the schools work with SEN and liaise with the SENCo.

The Role of the Head Teacher:

- Has overall responsibility for the day to day management of provision.
- Will work closely with the SENCo and keep the governing body fully informed about the working of this policy.
- To encourage all members of staff to participate in training to help them meet the objectives of this policy.

The Role of the Special Educational Needs Co-ordinator (SENCO):

The SENCo is responsible for:

- Providing related professional guidance to colleagues with the aim of securing high quality teaching.
- Managing the records of all children with SEN, alongside the teaching staff;

- Managing the school-based assessment and completes the documentation required by outside agencies and the LA;
- Advise on the graduated approach in providing SEN support.
- Tracking children's progress.
- Promoting effective home/school liaison.
- Acting as link with external and support agencies;
- Liaise with feeder schools and transfers of pupils with SEN
- Manage a range of resources, human and material, linked to children with SEN.
- Evaluate the effectiveness of the provision available.
- Train staff to support children and young people with SEN and seek specialist expertise when required.
- Involve external bodies including health and social care, LA support services and voluntary sector organisations to meet and support children and their families.

The Role of the Class Teacher:

Each class teacher is responsible for:

- Being aware of the school's procedures for the identification, assessment and provision made for SEN pupils.
- Working with the SENCo to collect ILPs and all available information on the pupil.
- In collaboration with the SENCo, develop ILPs for SEN pupils.
- Ensuring that the individual programme set out in ILP is delivered, either by working with the SEN pupils, or ensuring that the support assistant is working with them on a regular basis.
- Developing constructive relationships with parents.

The Role of the Parents/Carers:

Parents/Carers are required to:

- Work in partnership, with the school and other agencies, towards the achievement of the agreed aims for the pupil.
- Be involved in the decision making process.

Identification and Intervention

We have adopted a whole school approach to SEN policy and practice. Pupils identified as having SEN are, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEN code of practice 2014 makes it clear that all teachers are teachers of pupils with additional needs.

- All children are to receive Quality First Teaching
- School Support
- Educational Health Care Plan (EHCP)

Requirements from the national curriculum

Teachers set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers are to use appropriate assessment to set target which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work. Adaptations will be made in order for children with SEN to be engaged in the activities that are available to them alongside their peers. Classrooms and learning environments are adapted accordingly to meet all children's needs whether educational or physical.

Quality First Teaching

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different approaches of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress (targeted interventions)

- Your child will be given individual targets to show the next steps in their learning.
- Your child is assessed and set challenging yet achievable next steps.

Provision

Crossley Hall Primary School uses a graduated response to meeting special education needs.

The majority of pupils should have their needs met by Quality First Teaching. This uses high quality teaching and differentiation to include most pupils. A personalised graduated response to intervention is used.

Range 1 is quality inclusive teaching which takes into account the learning needs of all the children in the classroom (Quality First Teaching) as well as some targeted group provision as appropriate.

Range 2 is specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at age-related expectations.

Range 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

Range 4 addresses the needs of pupils with severe and persistent barriers to learning, despite regular attendance and high quality specialist intervention and teaching. In order to support Range 4 pupils an Education Health Care Plan (formerly referred to as a Statutory Assessment or Statement) will be put in place.

Intervention can refer to any teaching arrangement that is additional to Quality First Teaching.

A Designated Specialist Provision (DSP) for children with Autism Spectrum Disorder (ASD)

Dragonflies is a Designated Specialist Provision (DSP) for children with Autism Spectrum Disorder (ASD).

We are situated in a classroom in the heart of Crossley Hall Primary School. We work with the child, parents and main school class teachers in supporting the pupil's social and academic progress.

Dragonflies is run by a Qualified Specialist Teacher and specially trained support staff. We have 12

places for children aged between 4 and 11. Children can access Dragonflies if they have a diagnosis of Autism, have an Educational Health Care Plan (EHCP) and are at Range 5 on the Bradford Range Descriptor. Places are allocated on an individual basis with decisions based on the need of the child and capacity in our mainstream school.

Specific group work with in a smaller group of children.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning, which means they have been identified by the class teacher as needing some extra support in school.

This is called an Intervention group and may be:

- Run in the classroom or other small learning space.
- Run by a teacher or Teaching assistant who has had training to run these groups.

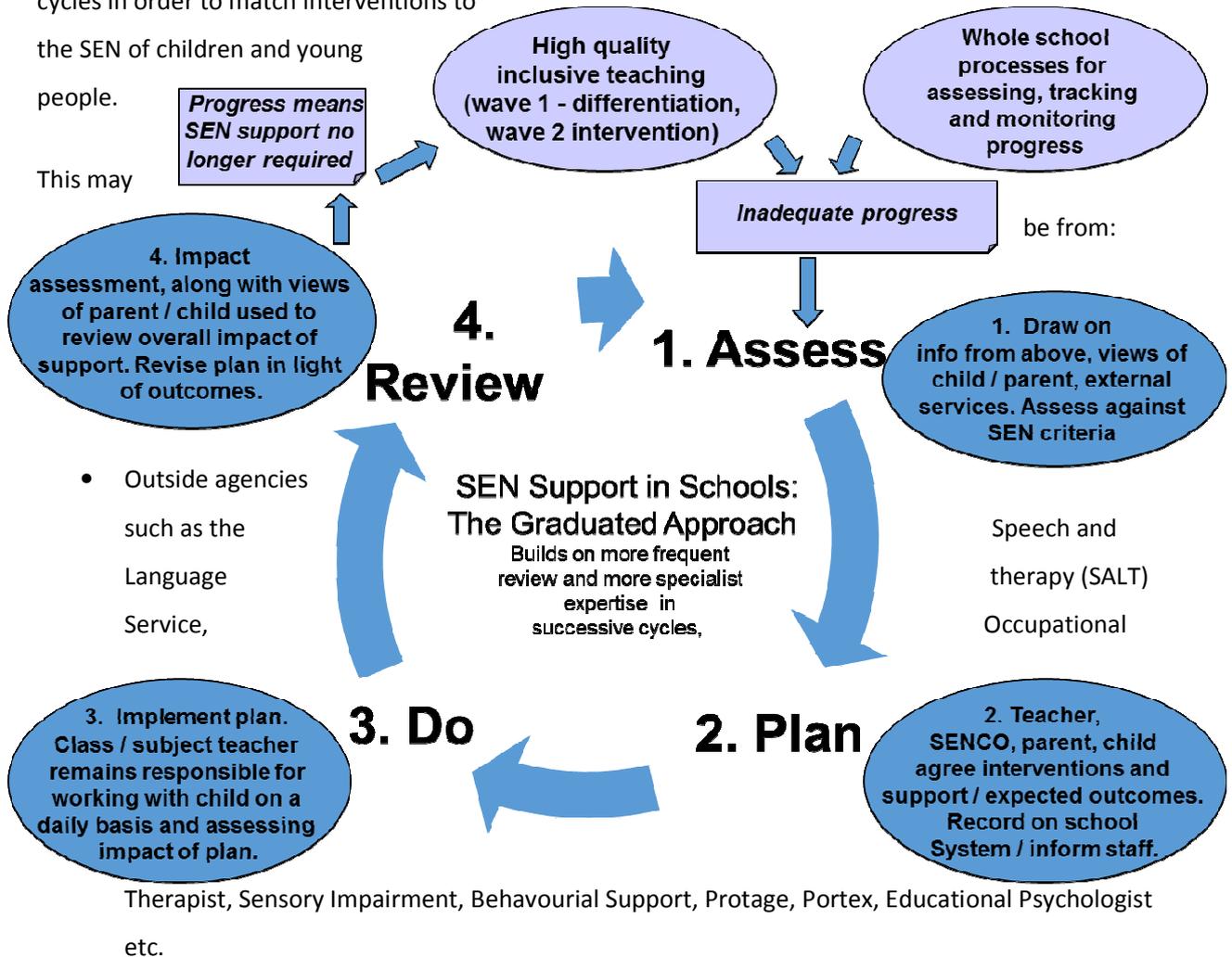
For your child and yourself this would mean,

- He/ she will engage in group sessions with specific targets to help him/her to make more progress.
- A teacher, teaching assistant or outside professional (like a Speech and Language Therapist) will run these small group sessions using the teacher's plan
- You will be asked to come to a meeting to discuss your child's progress if they have not made the expected progress over a period of two terms.

SEN support in School

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups, which means they have been identified by the class teacher or SENCO as needing some extra specialist support in school from a professional outside the school. Once a potential special educational need is identified, four types of action is taken to put effective support in place. These actions form part of a cycle through which earlier actions are revisited, refined and revised with the growing understanding of the pupils' needs and of what support 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 SEN of children and young people.



The Graduated Approach:

External support services will require access to pupil's records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought for any additional information required. The resulting ILP will incorporate specialist strategies. These may be implemented by the class teacher but involve other adults. Where appropriate, the school may request direct intervention/support from a specialist.

Request for an Educational Health Care Plan (EHCP)

The school will request an EHCP from the LA when, despite an individualised programme of sustained intervention within School Support, the pupils remains a significant cause for concern. The school will have the following information available:

- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Schools assessment data
- Literacy/Numeracy attainments
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the child
- Social services/Educational Welfare Service reports

- Any other involvement by professionals

Involving pupils and parents in decision making

Effective planning should help parents, children and young people with SEND express their needs, wishes and goals, and should:

- Focus on the child or young person as an individual, not an SEND label
- Be easy for children, young people and their parents to understand and use clear ordinary language and images, rather than professional jargon
- Highlight the child or young person's strengths and capacities
- Enable the child or young person, and those who know them best, to say what they have done, what they are interested in and what outcomes they are seeking in future
- Tailor support to the needs of the individual
- Bring together relevant professionals to discuss and agree together the overall approach
- Ensuring pupils know they can access additional emotional and social support where their views will be heard.

At all stages of the SEN process, the school keeps parents and the child fully informed and involved. We have termly meetings to share the progress and agree on ILP targets to be reviewed.

Joint commissioning, planning, and delivery

Crossley Hall Primary collaborates with the local authority in the exercise of its duty to work together with health and social care providers by:

- Identifying improved system outcomes in consultation with pupils and their parents, taking into account:
 - Prevention
 - Early identification / recognition
 - How pupils and their families will be able to access services
 - How transitions between life stages and settings will be managed, including from early years to primary education, primary to secondary, and secondary to further education (FE)
 - How provision and support services will enable pupils to prepare for their future adult life

Funding

- Crossley Primary School will allocate the appropriate amount of core per-pupil funding and notional SEND budget outlined in the local offer for the SEND provision of its pupils

- Personal budgets are allocated from the local authority's high needs funding block and Crossley Hall will continue to make SEND provision from its own budgets, even if a pupil has an Education Healthcare plan

Disability and Access

In accordance with the Special Needs and Disability Act of 2001, efforts will be made to ensure that disabled pupils are not treated less favourably, and that sensible adjustments will be made to avoid substantially disadvantaging disabled pupils.

Equal Opportunities

The school is committed to achieving excellence in terms of care and opportunity for all pupils, irrespective of ability, gender, race, class or culture. We seek to ensure that all pupils will work to improve their level of achievement and we strive to maintain a strong tradition of high standards and expectations both academically and socially.

Concerns or complaints

If you have any concerns regarding the provision or support your child is receiving at Crossley Hall Primary School please do not hesitate to contact: Eleanor Monnery – el.monnery@crossleyhall.com or Sarah McGregor – sarah.mcgregor@crossleyhall.com