Crossley Hall Primary School

SEND Policy

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Statement of Intent

Crossley Hall Primary School provides a broad and balanced curriculum for all children. 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. Some children have barriers to learning that mean they have special educational needs and require particular action by the school.

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. Such children may need additional help or different help from that given to other children of the same age.

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

The Equality Act 2010 identifies that many children who have disabilities may have SEND, that 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". 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 SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

Education Act 1993, section 156 states that 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."

The head teacher, staff and governors accept that pupils with special educational needs are the shared responsibility of the whole staff.

Aims and Objectives

Crossley Hall Primary School intends to work with Bradford Local Authority and within the following principles, which underpin this policy:

- The involvement of children, parents and young people in decision making
- The identification of children and young people's needs
- Collaboration between education, health and social care services to provide support
- High quality provision to meet the needs of children and young people with SEND
- Greater choice and control for young people and parents over their support
- Successful preparation for adulthood, including independent living and employment

Legal framework

This policy will have due regard to legislation, including, but not limited to:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010 Mental Capacity Act 2005
- Children's Act 1989

It will also take into account statutory and non-statutory related guidance, including, but not limited to:

- SEND Code of Practice 0-25
- Supporting Children with Medical Conditions
- Keeping Children Safe in Education
- Working Together to Safeguard Children

Definitions

The law states that a child has a special educational need if he / she has a:

Significantly greater difficulty in learning than the majority of others of the same age or a disability or health condition which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Educational Inclusion

At Crossley Hall Primary School, we aim to offer excellence and choice to all our children, whatever their ability or needs. We have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. Through appropriate curricular provision, we respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences eg Learning Mentor support, highly differentiated activities and personalized timetables.

Areas of Special Educational Need

The 2014 SEND Code of Practice outlines four areas of need;

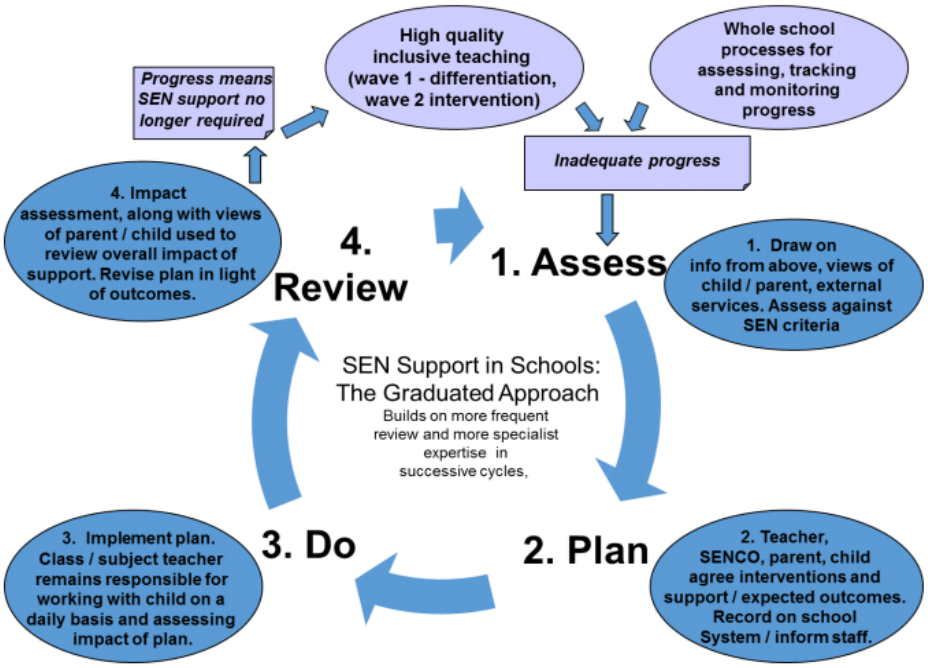
- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health
- Sensory and/or physical needs.

Identification and intervention

Crossley Hall Primary School we have adopted an inclusive approach to SEND policy and practice. Pupils identified as having SEND are, as far as 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 of pupils with additional needs receive Quality First Teaching (QFT). Children may require further support and intervention at SEND Support. Children who are still not making progress will require a referral to the High Incidence Team at SEND Support Plus which may lead to a requirement of further funding for additional support, adult intervention or specialist equipment in the form of Education Health Care Assessment (EHCA) leading to a legal document an Educational Health and Care Plan (EHCP).

The SEN code of practice 2014 states that this must be completed using the Graduated Approach – Assess, plan, do, review model.

The Graduated Approach



Once a potential SEND has been identified, schools within the Trust will employ the graduated approach to meeting the pupil's needs, including:

- Establishing a clear **assessment** of the pupil's needs
- **Planning** with the pupil's parents, the interventions and support to be put in place, as well as the expected impact on progress, development and behaviour, along with a clear date for review
- **Implementing** the interventions, with support of the SENDCo
- **Reviewing** the effectiveness of the interventions and making any necessary revisions

Bradford Matrix of Need
(https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%202019%20v2_0%20210920RD.pdf)

CoP Stage	
Below Age Related Expectations	Interventions can be implemented through Quality First Teaching where a pupil: ● Makes little or no progress when teaching approaches are targeted specifically at a child's identified areas of weakness ● Shows signs of difficulty in developing literacy or mathematical skills which result in poor attainment in some curriculum areas ● Presents with persistent emotional or behavioural difficulties which are not ameliorated by the positive behaviour management techniques employed by the school ● Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment ● Has communication and / or interaction difficulties, and continues to make little or no progress, despite the provision of a differentiated curriculum
SEND Support SEND Support +	For children at SEND Support and above, they may need small group or 1-1 interventions to support specific areas of their learning. They may also need support from external services. The relevant teacher or SENDCo, in consultation with parents, will discuss the appropriate advice to be sought from external support services, if a pupil: ● Continues to make little or no progress in specific areas over a long period continues working at National Curriculum levels substantially below that expected of children of a similar age ● Continues to have difficulty in developing literacy and mathematical skills ● Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme ● Has sensory or physical needs, and requires specialist equipment or regular advice or visits by a specialist service ● Has an ongoing communication or interaction difficulty that impedes the development of social relationships and cause substantial barriers to learning
EHCA/EHCP Education and Health Care Assessment/Plan	For children that require an EHCP, they will need additional adult support for specific core learning activities. The schools will follow The Bradford Matrix of Need guidance to support the EHCA to EHCP process.

Education Health Care Plan (EHC Plan)

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support.

EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

- The SENDCo will co-ordinate all in-school arrangements for this process in consultation with the Headteacher and external support agencies

The other areas of Special Education Needs; Communication and Interaction, Social Emotional and Mental Health and Sensory and/or Physical needs all follow the same process. The SENDCo will take advice from professionals and use the matrix of need guidance (https://bso.bradford.gov.uk/userfiles/file/EPT/Bradford%20Matrix%20of%20Need%202019%20v2_0%20210920RD.pdf) to ascertain whether a child needs to be placed on the SEN Register.

Early Years Identification of Special Educational Needs

Medical notification is sent to Bradford Education. A paediatrician completes EA1 form which is then taken to Early Years SEND Panel monthly. The panel evaluates whether external agencies need to be involved.

Below Age Related Expectations QFT)/ SEN Support	EA1 sent to the setting Request permission to initiate the SEND register One Page profile written
SEND Support +	Early years SEND visits setting MSP written
EHCA	Educational Psychologist visits setting May require Education and Health Care Plan

The process for the areas of need remains the same as above.

Reviewing an EHC Plan

- A review of the EHCP takes place annually, however an interim review can be completed at any point to check the provision required for the child named on the EHCP
- Two annual reviews are conducted for children in Early Years
- Prior to the annual review the SENDCo will seek advice and information from professionals about the pupil, which is to be circulated two weeks before the meeting
- Prepare and send a report of the meeting to everyone invited within 2 weeks of the meeting
- Local Authority will review the EHC plan and will advise whether changes to the plan are to be made

Roles and Responsibilities

The SENDCO is responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.

Ensuring that parents are:

- involved in supporting their child's learning
- kept informed about the support their child is getting
- involved in reviewing how their child is doing
- Liaising with all the other people who may be coming into school to help support a child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

The school SENDCo is Emily Moran email e.moran@chps.paymat.org
School office: 01274 488703

The class/subject teacher is responsible for:

- Quality First Teaching
- Checking on the progress and identifying, planning and delivering any additional help a child may need (this could be things like targeted work, additional support) and letting the SENDCO know as necessary.
- Writing My Support Plans where required and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with children with SEND in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Headteacher is responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND
- The Headteacher will give responsibility to the SENDCO and class teachers but is still ultimately responsible for ensuring that your child's needs are met
- The Headteacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

The Head of School is Eleanor Monnery
School office: 01274 488703

The Strategic Inclusion Manager is responsible for:

- Ensuring consistent delivery of policies and practices relating to SEND
- Ensuring that Trust SENDCos maintain and keep records up to date
- Ensuring that the statutory responsibilities as laid out in the Code of Practice are implemented and upheld

The SEND Governor is responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

Parental Involvement

Parents are welcome and encouraged to be involved in their child's education. Parents of children on the SEND register will be consulted at all ranges of provision and invited to attend reviews concerning their child. They will be encouraged to contribute to the My Support Plan targets of their child. Any concerns may be discussed at any time by appointment with the class teacher, Headteacher or SENDCo.

Transition Arrangements

When children transfer to secondary school the KS2 Assistant Head, Y6 class teachers and SENDCo will liaise with the secondary school staff prior to transfer.

SEN and Disability Tribunal

Crossley Hall Primary School will meet any request to attend a SEND Tribunal and explain any departure from its duties and obligations under the SEND Code of Practice.

Medical Information

A medical condition does not necessarily imply a pupil has SEND. However, a medical condition may have a significant impact on a child's experiences and the way they function in school and if not properly managed this could hinder their access to education. Therefore, consultation between parents/carers and healthcare professionals is essential to ensure the child makes maximum progress. See Medical Conditions and Administration of Medications policies for procedures.

Preparing for Adulthood

The schools will ensure that they meet their duty to secure independent, impartial careers guidance for pupils aged 8-13, including: Helping pupils and parents understand and explore how the support they will receive in school will change as they move into different settings, and what support they are likely to need to achieve their ambitions securing access to independent face-to-face support for pupils with SEND or disabilities to make successful transitions

Data and record keeping

Crossley Hall Primary School will:

Include details of SEND, outcomes, teaching strategies and the involvement of specialists, as part of its standard system to monitor the progress, behaviour and development of all pupils, maintain an accurate and up-to-date register of the provision made for pupils with SEND.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents with the exception of disclosure:

- To the SEND and Disability Tribunal when parents appeal and to the Secretary of State if a complaint is made under the Education Act 1996
- On the order of any court for the purpose of any criminal proceedings
- For the purposes of investigations of maladministration under the Local Government Act 1974
- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986 or from the Children Act relating to safeguarding and promoting the welfare of children
- To Ofsted inspection teams as part of their inspections of schools and local authorities