

SEND Policy

The Crescent Primary School



Approved by:	Governing body	Date: 03/07/23
Last reviewed on:	22/06/2023	
Next review due by:	July 2024	

1. INTRODUCTION

At The Crescent Primary School we are committed to helping every pupil, irrespective of background, to access a high quality education which meets their ability, interests and aspirations and which enables them to enjoy success in their learning. We recognise that some children may require more support than others and we aim to plan accordingly. Every teacher is a teacher of every pupil, including those with special educational needs and disabilities. We respect the unique contribution which every individual can make to our school community.

This policy has particular regard for pupils with needs which require provision that is different from or additional to that made generally for children of the same age. This includes those with learning difficulties, a disability or particular medical needs.

2. DEFINITIONS

A pupil has **special educational needs** if he or she has a learning difficulty that calls for special educational provision to be made for him/her. This may mean that he/she has a significantly greater difficulty in learning than the majority of students of the same age.

Education Act 1996

A student with a **disability** is defined as someone who has a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities. This includes 'hidden' impairments, such as mental illness, dyslexia, autism, speech & language, attention deficit hyperactivity disorder (ADHD), diabetes, or epilepsy. Substantial means "more than minor or trivial" and long-term means lasting or expected to last 12 months or more.

Disability Discrimination Act 1995

Medical needs are those which result in a student's regular or prolonged absence from school and which have a significant impact on his/her education.

Ensuring a good education for children who cannot attend school because of health needs

Statutory guidance for local authorities DfE January 2013

Related policies include

- Disability Policy
- Access Plan
- Equal Opportunities Policy

3. PRINCIPLES, AIMS AND OBJECTIVES

We aim to meet the diversity of children's learning in a mainstream setting by way of

- a broad and balanced curriculum which is relevant to their strengths and needs
- high quality teaching that is differentiated and which results in progress
- an appropriate level of challenge
- promoting a positive attitude and resilience

4. POLICY

To meet our aims,

- we will provide additional support where appropriate in line with the SEND Code of Practice 2014
- we will raise awareness amongst staff of pupils' needs so that learning differences are noted as soon as possible and teaching adjusted accordingly
- we will work collaboratively with staff, outside agencies, pupils and parents to facilitate progress
- learning will be purposeful and stimulating and teaching will be differentiated to make allowances for particular learning styles with an appropriate level of challenge
- we will provide staff with suitable training where required
- we will engage other professional services where appropriate to give students opportunities to take part in all aspects of the school's provision, as far as is appropriate and practicable.

- we will identify, assess, record, and regularly review students' progress and needs and the effectiveness of any interventions, e.g. via progress reviews and classroom observations
- we will participate in the processes of the Common Assessment Framework (CAF) and Team Around the Child (TAC) in order to support students and families
- we will ensure that the responsibilities held by all staff and governors for SEND students are met

5. PROCEDURE

a) Students with Medical Needs

We keep a record of healthcare plans for pupils with medical conditions. We monitor the attendance of students with medical needs and liaise with parents and medical professionals as appropriate.

b) Students with Special Educational Needs and Disabilities

We keep a register of SEND pupils. We coordinate their provision in accordance with the SEND Code of Practice, assess those who are not making the progress expected and provide suitable programmes and strategies to support learning. The Code of Practice (2014) provides an overview of the range of needs (see Appendix), which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and or Physical Needs.

We regularly monitor the quality of teaching and learning for students with SEND through the use of existing school assessment information and classroom observations. Parents/carers are kept informed of students' progress. Where appropriate, the SENCo will contribute to and review annually with parents and students, Education, Health and Care Plans (EHCP). Students will be encouraged to take part in reviews in order that their opinions and preferences may be heard.

6. ROLES AND RESPONSIBILITIES

The school's Governing Body and Senior Leadership Team will ensure that SEND provision is an integral part of the school development plan, that this policy is reviewed regularly and that they are informed annually about the numbers and progress of SEND pupils.

The Special Educational Needs Co-ordinator (SENCo) is responsible for overseeing the day to day operation of the school's SEND policy. The SENCo will:

- maintain the school's SEND register
- work with parents and outside agencies, including nurseries and secondary schools, to ensure a smooth transition
- co-ordinate the provision for pupils with special educational needs as identified
- provide staff with up-to-date information about students, including best individual learning practice
- monitor the quality of teaching and learning for students with SEND and their subsequent progress
- manage teaching assistants, including training needs and professional development
- publish a SEN Information report annually on the school website
- ensure that class teachers are providing for ALL children, including the 'hard to teach'
- deploying Learning Support Assistants (LSAs) to help pupils reach or exceed the expected level of progress

APPENDIX

The Code of Practice refers to four broad areas of need:

Communication and interaction - these children have a difficulty in communicating with others. This may be because 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. For example, children with Autistic Spectrum Disorders (ASD), including Asperger's syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning - children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties - children may experience a wide range of social and emotional difficulties which manifest themselves 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, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

Sensory and/or physical needs - some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.