

Crown Meadow First School and Nursery



September 2024

This policy is reviewed at least annually by the governing body and SLT and was

Last reviewed on Date: September 2024

Signature..... (Chair of Governors)

Print Name.....

Interim Headteacher: Mrs Michelle Hague

SEND Coordinator: Mrs Rachel Reed

Governor responsible for SEND: Mrs Tess Davis

Definition of Special Educational Needs

Crown Meadow First School & Nursery adopts the definition of special education needs as stated in the Special Educational Needs and Disability Code of Practice: 0-25 years (DfE, July 2015). Children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability 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 in mainstream schools
- Children must not be registered as having a learning difficulty solely because their home language is different from the language in which they will be taught.

Special educational provisions mean [SEND Code of Practice (DfE, July 2015)]:

- for children aged two or more, special educational provision is educational or training provision that is additional to, or different from, that made generally for other children of the same age;
- for children under two, special educational provision of any kind.

Within school, pupils with SEND are identified on the school SEND register as needing SEND support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Crown Meadow First School & Nursery adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has 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 includes sensory impairments such as those affecting sight and hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.

Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision, they will be covered by the SEND definition.

Our Special Educational Needs and Disabilities policy objectives:

At Crown Meadow First School and Nursery we know precisely where children and young people with SEN are in their learning and development. We ensure that:

- every child has access to a broad and balanced curriculum, including the National Curriculum;

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- decisions are informed by the insights of parents and those of children and young people themselves;
- high ambitions and stretching targets are set for all pupils;
- pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed;
- positive outcomes in the wider areas of personal and social development are promoted; and the approaches used are based on the best possible evidence and are having the required impact on progress;
- links are maintained with other schools and external agencies;
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis;
- Staff, Governors and parents are aware of the school's SEND and Inclusion policy.

Arrangements for Co-ordinating Special Educational Needs and Disabilities Provision:

Schools are required to ...

- Identify and address the SEN of the pupils that they support.
- Use their best endeavours to make sure that a child with SEN gets the support they need.
- Ensure that children with SEN engage in the activities of the school alongside pupils who do not have SEN.
- Designate a teacher to be responsible for co-ordination of SEN provision
- Inform parents when they are making special educational provision for a child.
- Prepare an SEN information report.
- Allocate a member of the governing body with specific oversight of the school's arrangements for SEN and disability (SEN link governor).

Our philosophy in supporting pupils with Special Educational Needs is ...

- Every child is valued.
- All children have the right to be educated alongside their peers, having access to a broad and balanced curriculum.
- To personalise learning, making education responsive to the diverse needs of the individual and their opinions.
- Teachers set high expectations for learning and behaviour, assessment is used to set targets, based on prior attainment, which are ambitious.
- To help every child to achieve their best, become confident individuals living fulfilling lives and make a successful transition into the next stage of education.
- Every teacher is a teacher of every child. As such, teachers are responsible for delivering what a child needs through inclusive classroom teaching strategies and additional support must be directed by the teacher. Therefore, teachers must know what a child has achieved during every session, even if they are learning outside the classroom or with another adult.

All the teachers in our school are teachers of children with special educational needs and therefore at Crown Meadow First School & Nursery we adopt a 'whole school approach' which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn only for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely

that fewer pupils will require SEN provision.

Areas of Need

Areas of need can be classified into four broad areas, however it is recognised that individuals may have needs which cut across different areas and their needs may change over time.

- **Communication and interaction-** Children with speech, language and communication needs (SLCN) may have difficulty saying what they want to, understanding what is being said to them or they do not understand the social rules of communication. This can include children with an Autism Spectrum Disorder (ASD).
- **Cognition and learning** - Learning difficulties are identified when children learn at a slower rate, even with appropriate differentiation. It covers a range of needs including moderate learning difficulty (MLD) or severe learning difficulty (SLD) in which children are likely to need support in all area of the curriculum. Specific learning difficulties (SpLD) affect one or more specific aspects of learning and includes conditions such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – Behaviour which is withdrawn, challenging or disturbing may reflect underlying mental health difficulties. Children may have disorders such as attention deficit disorder (ADD), attention hyperactivity disorder (ADHD) or attachment disorder.
- **Sensory and/or physical needs-** This may include a physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) which will require specialist support and/or equipment.

At Crown Meadow, we **identify** SEND pupils in the following ways ...

- Through on-going assessment and review, teachers identify children with signs of difficulty in developing literacy and numeracy skills.
- Children making little or no progress can be identified through monitoring their progress and value added progress, using Educater data tracker and the Assessment at Crown Meadow Documentation.
- Persistent disruptive, withdrawn or emotional behaviours do not necessarily mean that a child has SEN, however teachers should record their observations and consider the triggers to determine whether there are any causal factors.
- Observation of sensory and physical problems witnessed through the wider curriculum can be further assessed.
- Use of Worcestershire Dyslexia Pathway checklist for learning characteristics.
- Professional discussions of pupil's needs through termly Pupil Progress with the Deputy Head Teacher, termly data scrutiny discussion or ongoing professional discussions as needs and issues arise.
- Communication with parents/carers will allow for further investigation of pupils additional needs

Identification and Supporting Pupils with SEND

Our SEN Provision consists of a clear structure for the identification of need and is defined throughout this policy.

Informal Stage: This stage is designated as the 'Cause for Concern' stage for SEN identification. This is an **informal** stage when Class Teachers identify a concern about the educational needs and/or academic progress of a pupil. A pupil at this stage, may receive additional intervention, but will not be designated as 'SEND'. Through Pupil Progress Meetings, the Senior leadership team will identify targeted interventions to put in place to rapidly raise the attainment of this pupil and the Class Teacher will develop strategies at Wave 1 to ensure they make progress. The SEND Coordinator may not be involved at this stage. Should a pupil not make progress despite targeted intervention then the Assessment Coordinator will refer the child to the SENDCo for further support.

Stage 1: SEND Support

Where a child is identified as having SEN we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action: Assess Plan Do Review



Assess

When a child has been identified as needing SEND Support, the SLT/ Phase leader will refer the pupil to the SEND Coordinator. The class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher, contact with the SENDCo.

Assessments we may use to **identify and monitor** children with SEND are.

- Daily teachers' assessment for learning.
- Record of phonic patterns for reading and spelling.
- Phonological Assessment Battery (PhAB).
- Verbal and Non-Verbal Abilities Tests (Hodder).
- Number Screening Test (Hodder).
- Dyscalculia Assessment (Emerson & Babbie).
- Observation of class and playground.
- Madeleine Portwood and Smart Moves Motor skills assessments.
- Talkabout Social Skills Screening.
- Listening skills rating scale.
- Articulation Screening.
- Learning Support Team assessment by specialist SEND teacher.
- Educational Psychologist learning assessment.
- Speech and Language assessment by therapist.

Plan

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Where it is decided to provide a pupil with SEND support parents will already be fully involved in the process. Through meetings, the teacher and SENDCo will agree with the pupil and parents any interventions and support which will be put in place in order for the pupil to make progress. This will be documented on the child's, assess - plan - do - review cycle document (Learning Plan) which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCo will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents during the termly meetings. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term. If a child has made adequate progress, then they will be removed from the SEND Register.

Adequate progress might be that:

- Closes the attainment gap.
- Prevents the attainment gap growing wider.
- Matches or betters the child's rate of previous progress.
- Ensures access to the full curriculum.
- Demonstrates improvement in self-help, independence, social or personal skills.
- Demonstrates improvements in child's behaviour.

Stage 2 SEND Support: Following considerable intervention and support, should a pupil continue to have **significantly** differing needs to their peers, then they will move from Stage 1 to Stage 2 of SEND Support.

Education, Health and Care Plans (EHC Plan) (previously known as a statement)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 and sets out the provision that they need from education, health and care to meet these needs.

If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns.

Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local

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Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years.

Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision.

EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

The Inclusion Team

The Pastoral Team/DHT/Phase leaders/SEND Teaching Assistants

The Inclusion Team meet regularly to discuss and continuously try to improve best practice and in turn raise standards. The Inclusion Team consists of the Assessment Leader, the Special Educational Needs Co-ordinator (SENDCo), the Pastoral and Welfare Team, and the SEN Teaching Assistants.

The Special Educational Needs Co-ordinator (SENDCo)

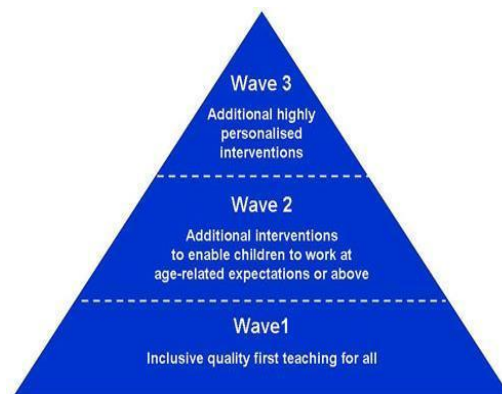
All mainstream schools must appoint a designated teacher; the Special Educational Needs Coordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the assess-plan-do-review cycle and liaise with parents, staff and external agencies. **Our NASENCO qualified SENDCo is Christopher Morris**, he can be contacted via the school office at: office@crowmeadow.worcs.sch.uk

SEND Governor

A member of the Governing Body also takes a special interest in SEND as well as being the Assessment Governor, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs. **Our SEND Governor is Sara Kitchen**

Provision for needs

All children are individuals having different learning abilities, strengths and weaknesses. We recognise that the needs of the whole child must be met in order for adequate learning to take place. Special education provision is defined as provision that is additional to or different from that made generally for other young people of the same age.



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- **Wave 1:** Effective inclusion of all children in a daily, high quality teaching. This is an entitlement for all children.
- **Wave 2:** Additional time -limited provision, in the form of small-group intervention, to accelerate progress and enable children to work at age - related expectations.
- **Wave 3:** Targeted individualised interventions for children who are working well below age-related expectations to fill gaps in their learning, remove barrier and accelerate progress

Inclusive practice at Crown Meadow is linked to the National Curriculum statutory inclusion statement and [Worcestershire Local Offer](#) and '[Graduated Response](#)' approach, by...

- Setting suitable challenges.
- Responding to the pupil's diverse learning needs.
- Overcoming potential barriers to learning and assessment.
- Inclusive First Quality teaching and differentiated curriculum.
- Deployment of Teaching Assistant support in class.
- Interactive approaches to learning.
- Withdrawn support, to maximise learning in small groups or one-to-one.
- Provide different learning materials or specialist equipment.
- Use of visual timetables and task management boards
- Visual/practical support material.
- Behaviour management techniques.
- Providing Transition support

All children identified as having Special Educational Needs will have an **Individual Assess-Plan-Do-Review** detailing appropriate booster interventions which is updated to reflect ongoing needs and responses to support strategies.

Evaluation of Policy

The Governor with responsibility for SEND will regularly monitor the special needs provision and ensure that the policy is applied in practice. The SENDCO will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the SENDCO. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's adopted Complaints policy.

SEND In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, including the LA advisory service, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. Regular workshops are organised by the Inclusion team focusing on varying needs where both parents and staff are invited.

Partnership with Parents

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented.

The SENDCO or class teacher will contact parents to discuss referrals to outside agencies, such as Learning Support Service, Speech and Language Therapy, Educational Psychology etc. Parental permission is always sought before any referral is made. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the SENDCO.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support.

Links with other schools and Transition

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes. Links are also maintained with local schools and Middle schools, particularly with the SENDCO for those children with SEND who transfer at Year 4 or any point in their school career. Information and records are given to primary schools or link secondary schools about special needs pupils. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school.

Behaviour

At Crown Meadow First School & Nursery we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour.

A child with social, mental and emotional difficulties may have a Pastoral Support Plan (PSP) to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. A number of designated staff have completed the Team Teach training as part of positive handling policy. It is the school policy to keep parents informed of all incidents in which behaviour is a problem.

Success Criteria

We strive at Crown Meadow First School & Nursery to meet the needs of all children including those with SEND so that they make the best possible academic and personal progress

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Review Date: September 2023

Reviewed and agreed by the Governing Body: September 2022