



SEND Policy

Creswick Primary & Nursery School

**‘Learning
for Life’**



MISSION STATEMENT

It is our duty to provide equal opportunities for every person in our care and a safe and fully equipped learning environment which caters to the needs of every child as an individual. We are committed to inclusion within the school curriculum and participation in all aspects of school life. We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to reach their full potential by providing the highest standard of education and care. Our School adopts a 'whole school approach' to Special Educational Needs and Disabilities (SEND). All staff work to ensure inclusion of all pupils. The school is committed to ensuring that pupils with SEND can fulfil their potential and achieve optimal educational outcomes.

Learning and Teaching

We provide an exciting, creative and effective learning environment, recognising and responding to individual learning styles. We aim to help each child experience success and to embrace every opportunity by providing the highest standard of education and care. Children take responsibility for and participate fully in their own learning. Our curriculum will be both balanced and spiritually based and will fulfil all statutory requirements.

Parents

We will work to achieve a creative partnership between parents and school which recognises our different responsibilities in the education of the children. We will communicate effectively with all parents taking preferences into account including use of telephone conversations, face to face meetings and use of email. We will establish a bond of trust, building a partnership which nurtures the children's learning, spiritual development and pastoral care.

Community Cohesion

We will be an integral part of the local community. We will increase the children's awareness of wider world issues. We will develop their sense of responsibility for and involvement in both of these.

Disability

At all times and in all areas of school life every reasonable measure will be taken to ensure that each member of this school community is enabled to participate as fully as possible, and achieve success and recognition appropriate to age, understanding and any disability.

Introduction

We currently have 462 pupils. Fifty three of these have SEND. Eight of these pupils have Education Health Care Plans which are reviewed annually. The whole team at the school is committed to providing a welcoming, attractive and stimulating environment to support the needs and develop the learning of the children and families in the community. Every child and family in our community is valued and diversity is celebrated.

Our school is staffed by a team of qualified teachers and teaching assistants. The school provides a broad and balanced curriculum in a safe, stimulating and caring environment which allows everyone to achieve, develop, learn and grow. All areas of school life are inclusive and the teaching is tailored towards individual learning providing challenge and support; encouraging everyone to reach their full potential. Staff provide a positive ethos to enable the children to work towards the development of 'life skills' and instil life - long learning aspirations for everyone through a range of activities which are fun and enjoyable.

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SEN Governor:	Sue Savage
SENCO:	Hannah Smith



INCLUSION STATEMENT

We endeavour to make every effort to achieve maximum inclusion of all pupils whilst meeting pupils' individual needs. This policy incorporates SEND and Disability and Equality and reinforces the need for quality first teaching that is fully inclusive as per the 2015 SEND Code of Practice. The Governing Body will ensure that appropriate provision will be made for all pupils with SEND.

1. Aims and Objectives of this Policy

- To reach high levels of achievement for all
- To be an inclusive school
- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career
- To meet individual needs through a wide range of provision
- To attain high levels of satisfaction and participation from pupils, parent and carers
- To share a common vision and understanding with all stakeholders
- To give transparent resourcing to SEND
- To provide curriculum access for all
- To work towards inclusion in partnership with other agencies and schools
- To achieve a level of staff expertise to meet pupil need
- To recognise that many pupils will have special needs at some time during their school life
- In implementing this policy, we believe pupils will be helped to overcome their difficulties.

2. ADMISSION ARRANGEMENTS

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

3. MANAGEMENT OF SEND WITHIN SCHOOL

The governing body has delegated the responsibility for the management and day to day implementation of the policy to the INCO who has Qualified Teacher Status. The management of SEND is supported by the administration staff.

All school staff have a responsibility for pupils with SEND in their class, firstly to ensure Quality First Teaching with differentiation and personalisation to meet need. Staff are aware of their responsibilities towards pupils with SEND, whether or not pupils have an Education, Health and Care Plan, (EHCP). A positive and sensitive attitude is shown towards all pupils by adults in school. Staff responsibilities are identified in individual job descriptions. Learning Support Assistants (LSA's) play a major role in the support of pupils with SEND. The rationale for the deployment of LSAs is pupil centred.

The INCO is responsible for:

- Overseeing the day-day operation of this policy
- Co-ordinating provision for children with special educational needs
- Liaising with and advising teachers
- Managing learning support assistants
- Overseeing the records on all children with SEND
- Liaising with parents of children with SEND (in conjunction with class teachers)
- Contributing to the in-service training of staff
- Liaising with external agencies including the LA's support and educational psychology services, health and social services and voluntary bodies

The INCO is responsible for reporting to the governor with responsibility for SEND on the day-day management of SEN Dpolicy. At least annual meetings will take place.

4. IDENTIFICATION AND ASSESSMENT

We accept the principle that pupils' needs should be identified and met as early as possible.

There are four areas of need as stated in the SEND Code of Practice, 2015:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health difficulties
- Sensory and/or Physical

Whilst these four areas broadly identify the primary need of a pupil we also consider the needs of the whole child, which may also impact on a pupil's progress.

- Disability
- Attachment



- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of the Pupil Premium (PP)
- Being a Looked After Child (CLA)
- Being a child of a service woman/man

The INCO works closely within the Senior Leadership Team, using whole school tracking data as an early identification indicator.

We use a number of additional indicators of special educational needs.

- The analysis of data, including entry profiles at FS1 and 2 baseline and end of FS data, SATs, reading ages, annual and termly pupil assessments
- The use of our local authority SEND criteria
- The following up of teacher concerns
- Following up parental concerns
- Tracking individual pupil progress over time
- Information from previous schools on transfer
- Information from other services

The INCO maintains a list of pupils identified through the procedures listed; this is called the SEND Register. This is reviewed each term when a detailed analysis of the list takes place. For some pupils a more in depth individual assessment may be undertaken by the school or other educational or health professionals

5. CURRICULUM ACCESS AND PROVISION

In order to meet the learning needs of all pupils, teachers differentiate work. They work to meet individual learning needs and to mark, work and plan homework effectively.

Where pupils are identified as having special educational needs, the school provides for these additional needs in a variety of ways. The provision for pupils is related specifically to their needs. A Provision Map records a graduated response to individuals within a class and is updated half termly by teachers and analysed by the INCO.

The range of provision may include:

- In class support for small groups with an additional teacher or Teaching Assistant (TA)
- Small group withdrawal with TA, CT, or Learning Mentor
- Individual class support / individual withdrawal



- Further differentiation of resources
- Learning Partners
- Homework/learning support club
- Action Plan target discussions
- Interventions
- Provision of alternative learning materials/special equipment
- Regular movement breaks or time in the Sensory Room
- Provision of additional adult time in planning interventions and monitoring their effectiveness
- Staff development/training to undertake more effective strategies
- Access to Specialist Teaching and Educational Psychology Service or other support services for advice on strategies, equipment, or staff training

6. MONITORING PUPIL PROGRESS

Progress is the crucial factor in determining the need for additional support. Adequate progress is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Is equivalent to that of peers starting from the same baseline but less than the majority of peers
- Equals or improves upon the pupil's previous rate of progress
- Ensures full curricular access
- Shows an improvement in self-help and social or personal skills
- Shows improvements in the pupil's behaviour

7. RECORD KEEPING

The school will record the steps taken to meet pupils' individual needs. The INCO will maintain the records and ensure access to them. In addition to the usual school records, a pupil's SEND file will include:

- Information from parents
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health/social services
- Information from other agencies
- Samples of work completed during interventions



8. TARGETS and ACTION PLANS

All pupils on our SEND Register will have One Page Profiles, setting out targets and any provision made, that is additional to and different from usual classroom provision. This is reviewed termly but remains a flexible document if targets are achieved more quickly or proves too challenging for the child and needs changing at request of the parent, child or teacher.

For pupils with an EHCP, provision will meet the recommendations on the plan.

In subjects where all children have curriculum targets these are used to inform the Provision Map which will include:

- Time and staffing
- Teaching strategies
- Provision made
- Date for review
- Exit and Entry criteria
- The impact and next steps

The class Provision Map will record only that which is different from or additional to the normal differentiated curriculum. In the Early Years, Individual Provision Maps are used instead and will be created through discussion with both the pupil and the parent or carer, reflecting the interests of the child and setting targets which will be reviewed every half term.

9. CODE OF PRACTICE GRADUATED RESPONSE

If the school decides, after consultation with parents, that a pupil requires additional support to make progress, the INCO, in collaboration with teachers, will support the assessment of the pupil and have an input in planning future support and add the pupil to the SEND Register. The class teacher will remain responsible for planning and delivering individualised programmes. Parents will be closely informed of the action and results.

Placement of a pupil on the SEND Register will be made by the INCO/CT after consultation with parents. A One Page Profile will then be offered and external support services may advise on targets and provide specialist inputs to the support process.

Intervention will usually be triggered when despite receiving differentiated teaching and a sustained level of support, a pupil:



- Still makes little or no progress in specific areas over a long period
- Continues to work at the Hertfordshire Phases and Steps levels considerably lower (one year lower) than expected for a pupil at a similar age
- Continues to experience difficulty in developing English/Maths skills
- Has emotional problems that substantially impede their learning
- Has sensory or physical needs requiring additional specialist equipment or visits/advice from specialists
- Has communication or interaction problems that prevent the development of social relationships, thus presenting barriers to learning

Parental consent is sought before any external agencies are involved. The resulting One Page Profile may incorporate specialist strategies. These may be implemented by the class teacher but involve other adults.

9.1 REQUEST FOR AN EDUCATION HEALTH CARE PLAN

The school will request an assessment for an Education Health Care Plan from the LA when, despite an individualised programme of sustained intervention within SEND Support the pupil remains a significant cause for concern. An EHCP assessment might also be requested by a parent or outside agency. The school will have the following information available:

- Records from past interventions
- Current and past Provision Plans
- Records and outcomes of regular reviews undertaken
- Information on the pupil's health and relevant medical history
- Hertfordshire Phases and Steps or Early Years Foundation Stage levels
- Other relevant assessments from specialists such as support teachers and educational psychologists
- The views of parents
- Where possible, the views of the pupil
- Social Care/Educational Welfare Service reports
- Previous One Page Profiles or Individual Provision Maps
- Previous class Provision Maps
- The school SEND Information Report
- Work samples

SECURING AN EDUCATION HEALTH CARE PLANS

An EHCP will normally be provided where, after a Statutory Assessment, the LA considers the pupil requires provision beyond what the school can offer. However, the school recognises that a request for assessment does not inevitably lead to an EHCP.

An EHCP will include details of learning objectives for the child. These are used to develop targets that are:

- Matched to the longer-term aims and objectives set in the EHCP
- Established through parental/pupil consultation
- Implemented in the classroom
- Delivered by the class teacher with appropriate additional support where specified

REVIEWING AN EDUCATION HEALTH CARE PLAN

EHCPs must be reviewed annually, or 6 monthly for children in the Early Years. The LA will inform the head teacher at the beginning of each school term of the pupils requiring reviews. The INCO will organise these reviews and may invite:

- The pupil's parent
- The pupil if appropriate
- The relevant teacher
- A representative of the SEND Inclusion and Assessment Team
- The Educational Psychologist
- Any other person the INCO or parent/carer considers appropriate

The AIM OF THE REVIEW WILL BE TO:

- Assess the pupil's progress in relation to the objectives on the EHCP
- Review the provision made to meet the pupil's need as identified in the EHCP
- Consider the appropriateness of the existing EHCP in relation to the pupil's performance during the year, and whether to cease, continue, or amend it
- If appropriate to set new objectives for the coming year

At Key Stage Phase Transitions' Reviews, receiving schools should be invited to attend in order to plan appropriately for the new school year. It also gives parents the opportunity to liaise with teachers from the receiving school.

Within the time limits set out in the Code of Practice, the INCO will complete the annual review forms and send it, with any supporting documentation to the LA within two weeks. The school recognises the responsibility of the LA in deciding whether to maintain, amend, or cease an EHCP of SEND.

10. PARTNERSHIP WITH PARENTS/CARERS

The school aims to work in partnership with parents and carers. We do so by:

- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision
- Working effectively with all other agencies supporting children and their parents
- Giving parents and carers opportunities to play an active and valued role in their child's education
- Making parents and carers feel welcome
- Ensuring all parents and carers have appropriate communication aids and access arrangements
- Providing all information in an accessible way
- Encouraging parents and carers to inform school of any difficulties they perceive their child may be having or other needs the child may have which need addressing
- Instilling confidence that the school will listen and act appropriately
- Focusing on the child's strengths as well as areas of additional need
- Allowing parents and carers opportunities to discuss ways in which they and the school can help their child
- Agreeing targets for the child
- Making parents and carers aware of the Parent Partnership services. This information will be included in with the new parent packs.
- Involving parents in decision making as to how a pupil's individual budget may be allocated to provide support for their child.

11. INVOLVEMENT OF PUPILS

We recognise that all pupils have the right to be involved in making decisions and exercising choice (SEND Code of Practice). Where appropriate all pupils are involved in monitoring and reviewing their progress. We endeavour to fully involve all pupils by encouraging them to:

- State their views about their education and learning
- Identify their own needs (self-assessment and self-evaluation, Assessment for Learning)



- Share in individual target setting across the curriculum
- Self-review their progress and set new targets

In addition pupils who are identified as having SEND are invited to participate in:

- One Page Profile and/or EHCP reviews and setting of individual targets
- Regular meetings with named adults
- Where appropriate, working with learning mentors

We seek to include pupils by asking them to communicate in their chosen form e.g. through Makaton signing, PECS cards or in spoken language.

12. SPECIAL PROVISION

The school has the following special facilities:

- Wheelchair access
- Disabled toilets with hand rails
- Carpeted classrooms (excluding cloakroom and practical areas)
- Rubber soled tables and chairs
- High frequency lighting and acoustic ceiling tiles giving improved acoustic conditions for all pupils, and in particular, for hearing-impaired pupils.
- Blinds and curtains in classrooms to reduce glare; (Important for lip-reading)
- Automatic main Entrance Doors
- Access to low vision aids
- Access to specialist aids, equipment or furniture
- Regular and frequent access to specialist support
- Individual adaptations will be made for specific pupils e.g. chair supports and individual work stations

13. LINKS WITH EDUCATION SUPPORT SERVICES

We aim to maintain useful contact with support services in Children's Services. For pupils on our SEND Register any one or more of the following agencies may be involved:

- Educational Psychology Service EPS
- Specialist Teaching and Psychology Service
- Attendance Improvement Officer

The INCO will maintain links with other INCOs through the INCO network meetings.

14. LINKS WITH OTHER SERVICES AND SCHOOLS



Effective working links are maintained with:

- The Education Psychology Service
- Communication Disorder Team
- Behaviour Support Service
- Social Services
- Speech and Language Service
- Applecroft Specific Learning Base
- Specialist Outreach Services including Southfield Special School

Representatives from voluntary organisations and other external agencies are invited to liaison meetings throughout the year to discuss SEND provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will be invited to and informed about any meetings held concerning their child.

15. INSET

In order to maintain and develop the quality of our provision, staff undertakes appropriate training and further professional development. Recent courses and in service training opportunities undertaken are detailed in the Head teacher's report to governors each term.

16. RESOURCES

The provision for SEND is funded through the main revenue budget for the school. Funds are deployed to implement the SEND policy.

17. COMPLAINTS

If there are any complaints relating to the provision for pupils with SEND these will be dealt with in the first instance by the Head teacher/INCO. The chair of governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved.

Please see the school's Complaints Procedure available on the school's website.

18. REVIEW OF THE SEND POLICY

This policy was developed through consultation with staff, parents, carers and

pupils.

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Improvement Plan.

Policy Review

This policy was last reviewed and agreed by the Full Governing Body:

Adopted by Governing Body	March 2018
Review date	March 2020