

Policy Statement for Special Educational Needs & Disabilities

Crestwood Park Primary School



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Every child has a different learning style and pace. Each child is unique, not only capable of learning but also capable of succeeding.

Key Terminology relating to this policy:

SEN: Special Education Needs

SEND: Special Educational Needs and Disabilities

SENCO: Special Educational Needs Coordinator

This policy is written in accordance with the Special Educational Needs and Disabilities Code of Practice 0-25 (2015) which is statutory guidance issued jointly by the Departments of Health and Education. Within the document, reference is made to both SEN and SEND. For the purposes of consistency within this policy, we use the term SEN, with the understanding that this also includes working with and supporting children with disabilities.

Key people relating to this policy:

Head Teacher: Mrs L Kennedy (01384 818315)

SENCO: Miss A Johnson (01384 818973) Acting SENCo (Sept 24-Sept 25) Miss J Pryke

Responsible for the day-to-day operation of the school's SEND policy. Miss A Johnson (Miss J Pryke Sep 24-25) will co-ordinate provision for pupils with SEN and liaise with parents, staff and external agencies.

School Governor with SEN responsibility: Mr J Davies

Designated Teacher with Specific Safeguarding Responsibility: Mrs L Kennedy

Designated Teacher for Looked After Children: Mrs L Kennedy

All teaching and support staff

Our Vision:

At Crestwood Park we passionately believe in the importance of inclusion and equality for all children. We strive to ensure that these values are at the heart of our SEND practices. All children should have high but attainable targets to encourage them to become independent learners. Each individual learning style is respected and we provide expert support and resources for children with SEND to enable them to achieve their full potential allowing them to be happy and enjoy themselves whilst learning and making progress.

We believe in an open door policy where parental and pupil involvement is essential for key decision making as well as planning and reviewing progress; we know that parents are the first educators of their child and that we need their knowledge and co-operation to plan effectively.

We know that the earlier we identify SEND and provide support, the more successful our children will be. Our starting point is to guarantee a whole school approach to providing for the needs of children with SEND. In other words, we make sure that all staff have the knowledge and skills to support all children, including those with SEND, throughout our School. Once particular needs and barriers to learning have been identified for each child, the SENCo, in liaison with the class teacher, decides upon the appropriate provision.

We aim to provide every child with access to a broad and balanced and enriched education. This includes the delivery of the National Curriculum (2014), in line with the Special Educational Needs and Disabilities Code of Practice 0-25 Guidance (2015).

This policy addresses the provision for children with possible or identified special educational needs and disabilities. In our *Pastoral Support Statement*, we describe the support given to children with social, emotional and mental health problems such as: low self-esteem; difficulties with relationships and dealing with bereavement.

Our Aims:

- To ensure that the academic, physical and emotional needs of all pupils are met
- To raise the aspirations and expectations of all pupils including those with SEND
- To provide equal opportunities for all

Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early year's settings prior to the child's entry into the school.

We closely monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.

We make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This is co-ordinated by SENCO and will be carefully monitored and

regularly reviewed in order to ensure that individual targets are being met and that all pupils' needs are catered for.

We work with parents to gain a better understanding of their child's needs and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.

We work with and in support of outside agencies when the pupils' needs cannot be met by the school alone. These include: Learning Support Service; Behaviour Support Service; Autism Outreach Team; Visual Impairment team; Hearing Impairment Team; Educational Psychologist; Speech and Language Therapy; Physical Impairment and Medical Inclusion Service; Physiotherapy; Occupational Therapy; School Health Advisor; Child and Adolescent Mental Health Service. In addition the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEN and in further supporting their families.

We create a school environment where pupils can contribute to their own learning and development as a whole child. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions about their own needs, and carefully monitoring the progress of all pupils at regular intervals.

Identification of Pupil Needs

At Crestwood Park Primary School we adopt the definition of SEN as stated in the Special Educational Needs and Disabilities Code of Practice 0-25 Guidance (2015). A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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 age in mainstream schools.

Pupils with SEND may have needs in one or more of the following areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health

- sensory and/or physical needs

Many children and young people who have SEN may have a disability under the Equality Act 2010 – 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’. This definition provides a relatively low threshold and includes more children than many realise: ‘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 and young people with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and young people and those with SEN.

Where a disabled child or young person requires special educational provision they will also be covered by the SEN definition. Within school, pupils with SEN are identified on the school SEN register so that provision to meet their needs can be routinely planned for.

As children progress, they may be taken off the SEN register when their needs no longer require special educational provision. There are other factors which impact upon progress and attainment. These include:

- Disability (the Code of Practice outlines that ‘reasonable adjustment’ duty for all schools provided under current Disability Equality legislation – these alone do not constitute SEN).
- Attendance and punctuality
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a Looked After child
- Being a child of a serviceman/woman

A Graduated Approach to SEN Support

At Crestwood Park Primary School we believe that all teachers are expected to deliver high quality teaching that is differentiated and personalised to meet the individual needs of children.

a) Any pupils who are falling outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored closely by staff in order to

gauge their level of learning and possible difficulties. This will be identified on a provision map and reviewed termly. A provision map is a document used by class teachers to ensure that any child or groups of children who may be at risk of falling behind for whatever reason, have their needs addressed through planning, class teaching or additional intervention.

b) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.

c) Following any initial intervention, if a child's learning and development is continuing to cause concern and is falling significantly behind the range of expected academic achievement, advice and support will be sought from the SENCO.

d) Through (b) and (c) it can be determined which level of provision the child will need going forward.

Parents will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

SEN Support

Some children need educational provision that is additional to or different from that made generally for other children. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the SEN register. The aim of formally identifying a pupil with SEN is to help the school ensure that effective provision is put in place and so remove barriers to learning.

If a child has lifelong, significant or complex difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken after careful consideration and consultation with school, parents and outside agencies.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Pupils
- Parents
- SENCO and Teachers

- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can be found via the SEN Local Offer <https://fis.dudley.gov.uk/localoffer/> or by contacting Dudley Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) on: 01384 236677

Education, Health and Care Plans (EHCP)

Following Statutory Assessment, if the SEN panel agree to issue an EHCP, it will be provided by Dudley Metropolitan Borough Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.

Parents have the right to appeal against the content of the EHCP. They may also appeal against the school named in the Plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Arrangements for coordinating SEN provision

All staff can access:

- SEN Policy
- A copy of the full SEN Register
- Guidance on identification of SEN in the Code of Practice
- Information on individual pupils' special educational needs, including pupil passports, targets set and copies of their provision map.
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities

- Information available through Dudley's Local Offer- further details available through the link on our website

In this way, every staff member will have the relevant and up-to-date information about the appropriate pupils with special needs and their requirements which will enable them to provide for the individual needs of those pupils.

This policy is made accessible to all staff and parents in order to aid the effective co-ordination of the school's SEN provision.

Admission and Inclusion Arrangements

The school follows the current admissions criteria as laid down in the Dudley LA admissions team, which is available to all parents. These criteria do not discriminate against pupils with special education needs and/or disabilities, and has due regard for the guidance in the Code of Practice which accompanies the Special Educational Needs and Disability Act 2001.

Provided there is a place available within the appropriate year group, all children will be admitted whatever their learning ability. Parents or carers seeking the admission of a pupil in receipt of a Statement of Special Educational Needs/EHCP must do so through the Dudley SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Monitoring and Evaluating SEN

In order to make consistent continuous progress in relation to SEN provision the school encourages feedback from staff, parents and pupils throughout the year. This may be done through questionnaires, monitoring, discussions and progress meetings with parents. Pupil progress will be monitored on a termly basis in line with the SEN Code of Practice. SEN provision and interventions are recorded on a year group provision map, which is updated by the class teacher when the intervention is changed.

Information from all of these sources is combined each term to monitor the progress of pupils with SEN and plan the next steps for them.

Complaints Procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Headteacher who will be able to advise on formal procedures for complaint. A copy of the complaints policy is available from the school office.

For information regarding transition, pastoral support, anti-bullying and continuing professional development for staff, please refer to the SEN Information Report.