

Policy for Special Educational Needs and Disabilities Summer 2022 Last Reviewed Summer 2022 Next Review Summer 2025

Introduction

At Crosby Primary School for all children, including those with Special Educational Needs or disabilities, we aim to provide each child with an appropriate education to help them be the best that they can be.

This policy should be read in conjunction with other policies of the school, in particular the Medical Conditions policy, Health and Safety policy, Diversity and Equality policy and Pupil Discipline policy.

What kinds of SEND are provided for?

We currently accommodate children with:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health needs
- Sensory and physical needs

How do you identify children with SEND and assess their needs?

At Crosby Primary School every teacher is a teacher of every child, including those with SEND. It is the responsibility of all staff to assist in identifying pupils with SEND. The identification procedure involves:

- Liaison with and data from previous settings
- School assessments that show a child performing below 'age expected' levels
- Monitoring progress and identifying if a child is making less than expected progress given their age and individual circumstances
- Concerns raised by a parent
- Concerns raised by teachers
- Liaison with external agencies e.g. for a physical/ sensory issue, or speech and language difficulties
- Use of assessments such as the speech and language toolkit, QUEST, Motor Coordination Toolkit
- Observations by staff within the school

These initial concerns are then recorded and shared with the parent. The initial concern is then passed on to the SENDCO to identify what next steps need to take place in order to meet the needs of the child which could include referral to supporting agencies.

Who is your SENDCO?

Our Special Educational Needs Coordinator is our Assistant Head Teacher Miss M Bush: she can be contacted through the school office or by phoning the school on 01724 844216.

What is your approach to teaching children with SEND?

At Crosby Primary School for children with Special Educational Needs or disabilities we aim to:

- Provide each child with an appropriate education to match their ability
- Identify specific needs as soon as possible
- Provide an appropriately differentiated curriculum
- Endeavour to meet the needs of each child
- Review individual children's progress termly
- Liaise with support agencies
- Utilise relevant screening and assessment procedures.
- Keep updated records
- Establish and maintain open dialogue with pupils, parents and carers

- Provide extra support or resources as required to enable each child to access the curriculum to the best of their abilities.

How are children with SEND enabled to engage in activities available with children who don't have SEND?

It is our aim to support all pupils within the school in such a way as to enable them to access fully the curriculum as well as to the social and pastoral life of the school. Children from a range of settings (e.g. Special Schools, Behaviour Units) can be included through a programme of support and liaison for negotiated periods of time. Access to the curriculum is achieved through the provision of a differentiated curriculum and individual and small group withdrawal work with specialist staff.

How are adaptations made to the curriculum and the learning environment of children with SEND?

All teachers are responsible for the education of all pupils including those with Special Educational Needs or disabilities. The SENDCO oversees all aspects of provision for pupils with SEND including identification, assessment, monitoring, record keeping and administration. The aim of the school is to ensure that all staff are well informed about relevant National Legislation, and local and internal provision.

The school is equipped with:

- Access to all ground floor rooms
- A lift for access between the floors
- Toilets for the disabled on both floors
- A hygiene room

The school SEN budget is used to provide support and resources for pupils identified through the Code of Practice as requiring intervention additional to and different from the usual differentiated curriculum. This funding is also used to provide pupils with support from external professionals. The school also receives additional funding from the LA for some individual pupils who have an Education Health Care Plan. This allows for further provision to be made for these pupils.

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What support do you provide for improving emotional and social development? Does this include extra pastoral support arrangements for listening to the views of children with SEND and measures to prevent bullying?

The school provides learning mentor support for children for their emotional and social development. Any child can access the "listening ear" of any member of staff through our Talk To Box. Our provision for children with medical conditions is outlined in our Medical Conditions policy.

What is the expertise and training of staff to support children with SEND, and how is specialise expertise secured?

All teaching and support staff receive advice, support and on-going training from the school's SENDCO to meet the needs of the children they teach. In addition, advice is regularly sought from a range of specialists e.g. speech and language therapists, behaviour support service, educational psychologists, occupational therapists, hearing support service, visually impaired service, etc.

How do you assess and review children's progress towards outcomes and involve parents and children as part of this assessment and review?

Like all children at Crosby the progress of children is monitored regularly. Individual targets based on the children's needs are set with the class teachers and the SENDCO. Children with SEND have their progress assessed and reviewed three times a year. Children and their parents are invited to take part in this process through discussion or attendance at termly SEND review meetings. Parents can make an appointment to speak with their child's class teacher or the SENDCO if required.

How do you consult with children with SEND and involve them in their own education?

In order for children to fulfil their best outcomes they need to be consulted and involved in the provision for them and how they can best be supported. At Crosby Primary School this is fostered in a variety of ways including:

- Pupil voice surveys
- Involvement in review meetings
- Termly "All About Me" Sheets
- Pupil interviews and discussions with members of the SEND team

How do you consult with parents of children with SEND and involve them in their child's education?

Parents are encouraged to participate fully in all aspects of their child's education. This is fostered in a variety of ways including:

- Parents' evenings
- Termly SEN Review meetings
- Letters home
- Telephone calls
- Home visits
- Home school books

Parents are kept fully informed at all times about their child's progress. We value the partnership of home and school working together with equal commitment to each pupil achieving their full potential.

What arrangements do you have for supporting children between primary and secondary school?

Additional transition and/or liaison with secondary schools are based on the needs of the individual. The SENCO liaises with the children's secondary schools during the spring term. We also support SEND children with their transition between year groups to ensure that the next teacher is aware of the child's needs and also to ensure the child feels comfortable and confident in their new class.

How does the school involve other bodies and agencies in meeting children's SEND and supporting their families?

The school actively seeks support and advice from a range of specialists and agencies, and supports parents through our good relationship with the Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS). Information regarding the Local Authority's Local Offer can be found on the North Lincs Website <http://www.northlincslocaloffer.com/>.

How do you evaluate the effectiveness of provision made for children with SEND?

We evaluate the effectiveness of our provision for each child, three times a year, through an analysis of their progress and discussion with their teacher. The parents of children with a special educational need are also invited to review the progress of their child with the school's SENCO three times a year.

Teaching and learning of SEN children is monitored by the SENCO and SLT: this includes monitoring the quality of in class support and interventions.

What are your arrangements for handling complaints from parents of children with SEND? We ask parents to follow the school's complaints procedure, a copy of which is available from the school office.

Monitoring and Review

This policy is monitored and reviewed by the governing body at least every 3 years. Last reviewed Summer 2022. Next review Summer 2025.