



SEND Policy

Cranleigh C of E Primary School

Date of Policy:
Schedule of Review:
Next Review Date:

Autumn 2023
Annually
Autumn 2024



SEND POLICY FOR CRANLEIGH C OF E PRIMARY SCHOOL

SENDCo – Jill Mills

Assistant SENDCo – Kathryn Meade

SEND Governor – Gee Harvey

At Cranleigh Church of England Primary School we give all children the opportunity to reach excellence within a nurturing family ethos. We are committed to providing an inclusive curriculum that is exciting, engaging and ensures the best possible progress for all our pupils whatever their needs or prior attainment. We believe that every pupil, regardless of gender, race or disability, has a right to equal access to a broad and balanced curriculum and to be fully included in all aspects of school life. At our school we adopt a whole school approach to SEND and believe that every teacher is a teacher of SEND.

This policy is fully compliant with:

- Part 3 of the Children and Families Act 2014
- the Special Educational Needs (SEND) Code of Practice: 0 – 25 years (July 2014)
- Equality Act 2010: advice for schools DfE (February 2013)
- Schools SEND Information Report Regulations 2014
- Statutory Guidance on Supporting Pupils at school with Medical Conditions (April 2014)
- The National Curriculum in England Key Stage One and Two Framework Document (September 2013)
- Teachers Standards 2012

It should be read in conjunction with all other school policies with particular reference to behaviour for learning, accessibility plan, safeguarding and equality and diversity policies.

For information on admissions for children with SEND please see the school's admission policy (available on the school website). This policy will be reviewed annually. Paper copies are available on request from the school office.

Aims and Ethos

The aims of our special educational needs and disability policy and practice are:

- to ensure the best possible outcomes for those children with Special Educational Needs and Disabilities
- to make reasonable adjustments for those with a disability by taking action to increase access to the curriculum across the whole school day; ensuring the balance between structured and less structured times for learning
- to ensure access to the environment and to appropriately printed information
- to ensure that children with SEND are fully engaged in school activities alongside pupils who do not have SEND
- to use our best endeavours to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the usual differentiated curriculum learning in order to better respond to the four broad areas of need:
- Communication and interaction

- Cognition and learning
- Social, emotional and mental health
- Sensory/physical
- to request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- to ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development
- to support pupils with medical needs to achieve full inclusion in school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils
- to work in cooperative and productive partnerships with the Local Authority and other outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

What is Special Educational Needs and Disability (SEND)?

A pupil is described as having Special Educational Needs (SEN) if they meet the definition as set out in the Special Educational Needs (SEND) Code of Practice (DfE, July 2014).

This defines SEND as:

- A child or young person has SEND 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 if he or she: has a significantly greater difficulty in learning than majority of others of the same age, or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- Many children and young people who have SEND 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’.

At Cranleigh C of E Primary School, we may recognise that there are other factors that may impact on a child’s progress and attainment, that are not recognised as a Special Educational Need. These include:

- Health and Welfare
- Attendance and Punctuality
- Significant Loss, Bereavement & Divorce
- Cultural understanding
- Homes where parents struggle with understanding English; reading and writing skills are limited and these impact on support with home learning
- English as an additional language (EAL)
- Being in receipt of pupil premium grant
- Being a Looked After Child (LAC)
- Being a child of a service man or woman

Roles and responsibilities

At Cranleigh Primary C of E school every teacher is a teacher of SEND. It is the responsibility of the whole school and governing body to meet the needs of children with SEND.



The SEND team consists of:

SENDCo – Jill Mills

Assistant SENDCo – Kathryn Meade

Emotional Literacy Support Assistant – Tessa Church

Personal in charge of managing medical needs – Tessa Church

The SENDCo will:

- Work with the head teacher and SEND governor(s) to determine the strategic development of the SEND policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEND support
- Hold teachers to account for the progress of children with SEND
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the main point of contact for all external agencies, especially the Local Authority and its support services
- Delegate the coordination of visitors to the class teachers
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEND up to date

The SEND governor will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing body on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

The class teacher is responsible for:

- The progress and development of **every** pupil in their class
- Working closely with any teaching assistants or specialist staff (e.g. Speech and Language Therapist) to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they are fully aware of **all** the children's' needs in their class

- Upholding the ethos that every teacher is a teacher of SEND

The Teaching Assistants will:

- Support and facilitate the learning for all children at Cranleigh C of E Primary School
- Be directed by the class teachers to support learning, prepare resources and run interventions, however they may also be directed by the SENDCo to provide support
- Be responsible for encouraging and supporting children with learning, play and social development
- Regularly liaise with the class teacher and SENDCo
- Keep a record file of relevant information, including records of interventions
- Be invited to all relevant review meetings where appropriate
- Maintain the school's code of confidentiality
- Attend training as appropriate
- Take on responsibility for a particular child or group of children with SEND if directed by the Head Teacher and /or SENDCo

Curriculum subject leads will:

- Ensure steps are taken to enable all children to access the curriculum subject
- Carefully consider the planning and sequencing of learning within their subject to ensure all children, including those with SEND, have the necessary skills and knowledge to access further learning.

Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress both academically and pastorally for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers

We use National Curriculum expectations to make judgements on pupil attainment progress alongside standardised assessments such as reading and spelling scale assessments and phonological awareness assessments. The SENDCO may use more specialised assessments with individuals when identifying specific learning difficulties, such as a dyslexic profile assessment. The school works closely with the Local Authority and will also consult with external specialist practitioners where we require additional advice on how best to support pupils with SEND.

Progress in areas other than attainment are also considered including social skills and emotional literacy, which may impact on a pupil's happiness, friendships and their overall pastoral development.

We recognise that if a child is not making expected progress this does not necessarily mean a child has a SEND. There are many factors that can influence a child's progress and all children may need a little extra help at some point in their journey through school. In deciding what level of support and help is needed and whether a child should be added to the SEND register we follow a graduated approach.

The graduated approach to SEND

The Special Educational Needs (SEND) Code of Practice (DfE, July 2014) recommends that when a child is identified as having special educational needs the school should provide support which is additional to or different from those provided as part of the school's differentiated curriculum.

The school is committed to the early identification of SEND and adopts the graduated response as recommended in the SEND Code of Practice.



High quality teaching

The first response to any concern over a child's progress is high quality teaching focused on the areas of concern. The senior leadership team regularly monitor the quality of teaching available to all pupils and identify where further training and support is needed so that all staff have the strategies and skills needed to support all children within their classroom. We refer to the provision that is available to all children as 'universal'. For further information on our universal strategies see the school's 'Whole School Provision Map' (appendix 3).

Where there are concerns about a child's progress despite consistent high quality teaching we have adopted the following staged approach to ensure children receive the right support at the right time. We recognise that that every child and situation is different and therefore there are no rigid rules around when a child may move to different stages, these decisions are made with the child and family as part of the assess, plan, do, review cycle. Targets are set and reviewed at least once per term but may be updated more frequently as appropriate to the needs and progress of the child.

Initial Concern

- When a concern is raised about a child's progress the class teacher completes a cause for concern form (see appendix 1) compiling evidence from assessments, books and parental feedback. The class teacher will set short term targets with the support of the

SENDCo and follow the plan, do, review cycle. To achieve these targets a short-term intervention or additional focused in class support may be put in place as appropriate.

SEND Support


- The class teacher, with the support of the SENDCo, creates an individual education plan (see appendix 2). This will set out short term, specific targets and the provision that will be in place to help the child achieve these targets. The provision will be additional to everyday high-quality teaching and may include personalised adjustments in class and/or evidence based intervention programmes as set out in the school's provision map (see appendix 3). Intervention may become more individualised in response to the level of need.
- The class teacher and SENDCo meet with parents to inform them that additional support for SEND will be in place and the child is added to the SEND register.
- Individual education plans continue to be written and shared with parents at least once per term, with provision adjusted and updated as appropriate. Where consistently good progress is made in the child's area of need, the decision may be taken to remove the child from the SEND register. If less than expected progress is made, despite a high level of SEND support in place, the next step would be to seek specialist support.

Specialist Support

- Should a child continue to make less than expected progress at the SEND Support level a discussion will be held with parents to discuss next steps. This may involve seeking specialist advice related to the child's specific area of need.
- A referral is sent to the relevant agency for further support e.g. speech and language therapy, occupational therapy.
- Any advice received will be incorporated into the child's individual education plan (IEP).
- The class teacher, SENDCo and the family work together to complete SEND Support Arrangements which provide a detailed picture of the child's strengths and needs.

Request for an Education, Health, Needs Assessment

- If the school and family feel that, after seeking specialist support, a child requires a level of support beyond which can be met at a school SEND support level, an application can be made for an EHC assessment. The local authority will decide whether to assess and subsequently issue an Education, Health and Care Plan (EHCP). If the decision is made to issue an EHCP, the family, school and local authority continue to work together to ensure the correct level of support is in place to allow the child to make good progress toward child centred outcomes.
- Further information can be found on the Surrey Local Offer website.



Children's needs are often complex and cover many different areas, however the school recognise that a child's primary area of need may fit into one of four main categories.

- Social, emotional and mental health needs
- Cognition and learning needs
- Communication and interaction needs
- Physical and sensory needs

Consulting and involving pupils and parents

Throughout the different stages of the graduated response, parents are kept fully informed by the class teacher and SENDCO through parent/teacher consultation meetings, telephone discussions or email. These conversations ensure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account parental concerns
- Everyone understands the agreed outcomes specified for the child
- Everyone is clear on what the next steps are.

We also operate an 'open door' policy whereby the SENDCO and class teachers are easily contactable via the school office by telephone or by email. Parents may be invited into school to discuss their child's progress at any time and additional meetings are set up as required, or as requested by parents, to discuss particular aspects of their child's SEND.

Reports received from any professional who may have involvement with a child will be shared with the parents.

Children who have been issued with an Education Health and Care Plan (EHCP) will have a meeting known as an annual review meeting. The purpose of this meeting will be to review the child's progress against the identified targets and to review existing documentation and determine whether any amendments need to be made. The meetings may be held as an interim / emergency review meeting which can be at any point before the annual deadline which is the date of the final copy that becomes legal legislation. At Year 5, annual reviews will consider transition to secondary school with discussion involving parents and the Local Authority. At Year 6 annual reviews, the SENDCO of the receiving secondary school is invited to attend. Pupils are involved in their SEND annual review and are prepared to contribute to the meeting by sharing either their favourite work from the year or talking about an aspect of their successes. All pupils are involved in setting targets and reviewing outcomes with their class teacher.

Criteria for exiting the SEND Register

A child will only be removed from the SEND register following a discussion with key staff and the child's parents. The discussion would identify that the child has achieved progress against the specified targets as a result of additional provision or intervention for the specified period of time.

Supporting children and their families

At Cranleigh C of E Primary School, the support provided for children and their families is stated within our School Information Report, our School Offer and on our provision maps. These are published on our website. Every year we will update our School Offer, and the responses to the 14 questions as part of the SEND Information Report in the Autumn Term; this is published on the school website.

Supporting pupils moving between phases and preparing for adulthood

We ensure that all pupils with SEND or other vulnerabilities are suitably prepared for any transition during their school career, including transition to secondary school. All pupils on EHC plans or more vulnerable pupils at SEND support will be supported in their move into the next year group before the end of each academic year, in addition to the school's 'meet the teacher' day. The rigour and approach to this input will be determined by the needs of the pupil, with particular attention considered for those pupils with social, emotional or mental health needs. Rigorous handover meetings are held between class teachers at the point of transition, with oversight from the SENDCO to monitor that information for pupils on the SEND register is provided so as to ensure a seamless transfer for these children to their new teacher and learning environment. It is essential that strategies, routines and resourcing are maintained throughout transition to enable pupils with SEND to make an effective transition into their new class.

Prior to Early Years intake, teachers and support assistants visit each child in their preschool/nursery setting, and at home to meet the family. Parents then have the opportunity to share information as to any SEND already identified for their child that may support school in meeting their needs once they join in September. All new starters in Early Years begin school at the start of the Autumn Term. According to any SEND identified in handover information from a child's previous setting, or through the family, considerations for amendments to timetable arrangements may be made to ensure the best interests for the child.

At Key Stage 2 to secondary transition, we work closely with our main feeder school, Glebelands Secondary, to ensure that all pupils feel suitably prepared for the next stage in their schooling. In addition to the transition project run by the schools, further visits and transition work is provided to more vulnerable pupils, who may or may not have SEND, to support their overall transition to secondary education. We believe that personalised transition arrangements are the best way to engage children in successful starts with secondary education.


Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing a pupil's individual progress towards their personalised goals each term
- Reviewing the impact of interventions each term, regularly, or according to the period of intervention the specific programme is designed for
- Using pupil questionnaires; pupil voice is highly valued in our school
- Monitoring by the SENDCO via learning walks, lesson observation and book scrutiny
- Using the whole school provision map and pupil learning plans to measure progress
- Holding annual reviews for pupils with statements of SEND or EHC Plans
- Monitoring the impact of any intervention against cost, to ensure a value for money service

Enabling full access to all areas of school life

All of our extra-curricular activities and school visits are available to all our pupils, with additional considerations or planning for adaptations made as appropriate to individual needs. All pupils are encouraged to go on school educational visits and residential; where there may be concerns for safety and access, support packages and additional considerations are made for pupils with SEND or medical conditions in close collaboration with parents. All pupils are encouraged to take part in



sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Working with other external agencies

External support services play a vital role in supporting school to identify, assess and make provision for pupils with SEND and we work closely with a range of support services identified through the Surrey Local Offer in order to best meet the needs of pupils with SEND and to support their families.

The services we work with on a regular basis (although exhaustive) include:

- Surrey SEND Team and the school's allocated case worker
- Surrey Specialist Teaching Team for Inclusive Practice (STIP). This includes Learning and Language support (LLS) and Behaviour support (BS)
- Surrey Speech and Language Therapy Service (SALT)
- Surrey Physical and Sensory support service (PSSS)
- Surrey and NHS Occupational Therapy service (OT)
- Surrey Educational Psychology service (EP)
- CAMHS (Children and Adolescent Mental Health Services)
- REMA (Race Equality and Minority Achievement Service)
- Freemantles ASC specialist school outreach service
- Godsen House specialist outreach team
- Guildford and Godalming and Cranford Confederation SENDCO networks
- School Nurse
- Surrey SEND Teaching School
- NSPCC Outreach Service

The school also maintains close links with child health services, children's social care services and education welfare services to ensure that all relevant information is considered when making provision for our children with SEND. The school SENDCO may attend team around the family (TAF) meetings or provide written reports as appropriate if a pupil with SEND is subject to Early Help support through County, a Child In Need (CIN) plan or is supported by other child protection professional teams.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to the child's class teacher in the first instance. Should that complaint not be addressed between the class teacher and complainant then the complaint will be escalated to the SENDCO and senior leadership team and addressed according to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services



Appendix 1 – Cause for Concern Form

Child's Name	
Class	
Child's current learning level (BIROMA)	
Additional assessments e.g. NFER/Accelerated reader	
Has the child previously been on the SEND register?	

Area of concern (please outline your reasons for referring for further SEND support)

What has already been tried? (including interventions and/or in class strategies)

What further support do you feel needs to be in place?



Appendix 2 – Individual Education Plan

Child: _____ D.O.B: _____ SEN Stage: SEN support/EHCP
 Class teacher: _____ Year group: _____ IEP date: _____
 Adults contributing to IEP: _____ Review date: _____
 Outside Agency Involved: _____ IEP Number: _____

Area of focus	Current attainment	Targets	Strategies	By whom	How Often	Additional Resources	Evaluation
Cognition and learning	<i>Example</i> X knows all of his phase 2 phonic sounds and 50% of his phase 3 sounds.	To correctly sound out 100% of the phase 3 phonemes when shown the grapheme.	Daily small group phonics support Access to phase 3 sound mat in classroom	TA	10 mins x 5 per week	Flashcards	Target achieved. X now knows all of his phase 3 phonics sounds. He now needs to develop his blending skills in order to sound out a wider range of words.
Communication and Interaction needs							
Social, Emotional and Mental Health needs.							
Sensory and physical							

Signed:
Class Teacher

Signed:
SENDCo

Parent/Carer:

Child:

Appendix 3 – Whole school provision map

Area of Need	Universal (normally available)	School SEN support (Evidence based intervention or additional in class strategies)	Specialist SEN Support (External agency involvement)
Cognition and Learning	Differentiated learning tasks Visual support/working walls Concrete resources/word mats/number lines Focused small group teaching Post-teaching and over-learning of key concepts and skills A carefully planned curriculum that revisits and builds upon prior learning.	1 st Class@Number SNAP Maths Precision Teaching Phonological Awareness Beat Dyslexia	Educational Psychology Service STIPS (Specialist Teachers for Inclusive Practice) Learning and Language
Communication and Interaction	Modelling appropriate social behaviours and interactions Clear, simple instructions with visual support. Visual timetables/now and next boards/choice boards Targeted questioning Explicit teaching of new vocabulary Regular opportunities for pair and group working. Play time boxes/games and adults who facilitate by supporting and modelling social skills.	Time to Talk Talk boost Lego Therapy Attention Autism Pre-teaching vocabulary Colourful Semantics Shape Coding Social Stories	Speech and Language (SALT) Freemantles outreach service
Social, Emotional and Mental Health	High quality PSHE/RHE sessions Worship Circle time Worry box/monsters/jar Feelings check Carefully planned seating Buddy system Targeted praise/rewards - consistent behaviour management Restorative conversations Access to calm spaces	ELSA Social skills group Break/lunchtime support Social stories Comic strip conversations Zones of regulation	STIPS Behaviour support CAMHS EP School Nurse



Physical and Sensory	Movement breaks Coloured background on IWB/handouts Pencil grips Fiddle toys	Sensory Circuits OT Resource Pack Write from the Start: Teodorescu's Perceptuo-Motor Programme Fine motor intervention Adapted furniture/equipment	Occupational therapy (OT) Physiotherapy Physical and Sensory support HI/VI specialist teachers
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