



## Cranleigh Church of England Primary School Special Educational Needs and Disability Policy

Date adopted:	September 23	Last reviewed:	2 <sup>nd</sup> September 24
Review cycle:	Annually	Is this policy statutory?	Yes
Approval:	Local Committee	Author:	Jill Mills
Local approval*:	n/a	Local author*:	n/a

\* only for policy/procedures that are templates and require local adaptation. Local approval will either be the local committee, the head teacher, or the CEO (refer to policy schedule)

### Revision record

Minor revisions should be recorded here when the policy is amended in light of changes to legislation or to correct errors. Significant changes or at the point of review should be recorded below and approved at the level indicated above.

Revision No.	Date	Revised by	Approved date	Comments
1	10/1/24	J.Mills	10/1/24	Removed 'Statement' on page 3 Removed 'ensure funding is in place to support this policy' p.6 Added in detail about Thrive Principles pg.6
2	2/9/24	J.Mills	2/9/24	Changed the heading of the document. 'Added in Aims and Objectives' Updated the Legislation and Guidance section. Removed the name of the Previous LC member. Moved the information about Thrive to the Vision section. Added in 'Our Approach to SEND Support' Revised 'The Graduated Approach to SEND Support' to make it more concise. Added 'Edukey' Changed 'Managing the needs of Pupils on the SEND Register' to 'Levels of Support'. Amended 'Roles and Responsibilities' by adding in the GST information about 'Local Committee', 'Parents or Carers' and adding in more bullet points to 'The Pupil' (formally labelled 'our Children' 'Inclusion Lead' changed to SENCO

### Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives

- Communicate with pupils with SEND and their families or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their families or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

## Our Vision for Inclusion

Cranleigh C of E Primary School is an inclusive, nurturing school. We value every individual child and have high expectations of what they can achieve. We are committed to ensuring every child thrives and learns to their full potential through our broad, balanced values-based curriculum.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

We promote a nurturing, respectful ethos and believe children learn best when they feel happy, safe and secure. We use the principles of the Thrive Approach to support our children's emotional development and wellbeing:

- Every child is a unique person, constantly developing and learning in different ways and at different rates, each with his/her own abilities, talents and potential to be fulfilled.
- Children's healthy development, emotional well-being and learning are crucially dependent upon, and promoted through, positive relationships.

At Cranleigh C of E Primary School, every teacher is a teacher of every pupil, including those with SEND.

## Legislation and Guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report

The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it

The [Governance Handbook](#), which sets out trustees' responsibilities for pupils with SEND

The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

## Definition of SEND

Cranleigh C of E Primary School uses the definition for SEND and disability from the SEND Code of Practice (2014). This states the following:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than most others of the same age. Special educational provision means

educational or training provision that is 'additional to, or different from' that made generally for others of the same age in a mainstream setting in England.

Disability: 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 tasks.'

Context: This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014) 3.65 and has been written with reference to the following related guidance and documents: Equality Act 2010: advice for schools DfE Feb 2013 Schools SEN Information Report Regulations (2014) (see 14 questions which follows the model devised by the SE7 Pathfinder) Statutory Guidance on Supporting pupils at school with medical conditions April 2014 The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013 Safeguarding Policy Accessibility Plan Teachers Standards 2012

### **Identification of Needs:**

At Cranleigh C of E Primary School, we aim to identify early and act swiftly to remove any barriers to a child's learning which could be hindering their learning and progress. We work closely as a team to ensure we get to know the children in our care so we can provide the best possible provision for them.

We recognise that children learn at different rates and that there are many factors which may affect their learning, including their development, emotional regulation, readiness to learn, and maturity. We understand that many pupils, at some time in their school career, may experience barriers to their learning.

SEND is divided into four sub-areas. Staff are trained and supported to meet the needs of children who may have a barrier to learning in one or more of the following areas:

**Communication and Interaction** Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

**Cognition and Learning** Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), where children are likely to need support in all areas of the curriculum, severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and have associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

**Social, Emotional and Mental Health** We see behaviour as an indicator of an underlying need and not a need in itself, except where it has been diagnosed by a health professional. Children may experience a wide range of social and emotional difficulties which present in different ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. Some behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

**Sensory and/or Physical Needs** Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI), or a multisensory impairment (MSI) will require specialist support and /or equipment to access their learning. We will identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to the setting out of the arrangements we will put in place to address those needs.

We support Article 12 of the United Nations Convention on the Rights of the Child that children should be encouraged to form and to express their views.

### **Supporting pupils at school with medical conditions**

Cranleigh C of E Primary recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. We respond to medical issues by liaising with health professionals, including specialist nurses, our school nurse and health visitor. Provision may include: individual healthcare plans, access to any spaces including changing and toilet facilities (please see intimate care policy for further guidance), training for staff. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision.

## **Our Approach to SEND Support**

### **Identifying pupils with SEND and assessing their needs**

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

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

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's family or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their family or carers. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **8.2 Consulting and involving pupils and families or carers**

The school will put the pupil and their family or carers at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their family or carers. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account any concerns the family or carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify a family or carers if it is decided that a pupil will receive special educational provision.

## **The Graduated Approach to SEND Support**

Once a pupil has been identified as having SEN, we will remove any learning barriers and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their family or carers will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the family or carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Edukey and will be made accessible to staff in a learning plan.

Families or carers will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject 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 SENCO will support the teacher in further assessing the pupil's strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the family or carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their family or carers.



## Levels of Support

### School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist to provide advice as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census, these pupils will be marked with code K.

### Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document describing the pupil's needs, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## Responsibility for the Policy and Procedure

### Local Committee

The SEND and vulnerable pupils link Local Committee member will work with the SENCO to report on the steps being taken to ensure compliance and seek assurance that children are receiving support that allows them to flourish.

- Meet termly with the SENCO and or senior leaders to review the effectiveness of SEND provision including staff and other resourcing.
- Provide regular reports to the local committee.
- Ensure that the voice of children and parents is heard and acted upon. This may be by asking leaders in the school to undertake surveys or talk to children.
- Find out about staff expertise and training.
- Gain an understanding of how the SEND notional budget is planned for and what impact it has on the progress and attainment of children.
- Look at the SEND action plan and how this reflects the school vision and works in conjunction with the school development plan.

- Maintain an awareness of the profile of anonymised children with SEND, including those with an Education, health and care plans (EHCPs).
- Ensure understanding of how the school identifies who is a SEND pupil.
- Be familiar with the school's SEND policy and other associated policies that support the SEND policy, e.g., behaviour policy, admissions policy, equality, diversity and inclusion policy, equalities action plan, SEND information policy and safeguarding and child protection policy.
- Monitor the implementation of the policies and procedures for SEND and discuss with the SENCO the outcomes of the school's monitoring and evaluation of the provision and effectiveness made for children with SEND.

### **The headteacher**

The headteacher will:

- Work with the SENCO and SEND Local Committee Member to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and Local Committee to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The SENCO**

The SENCO will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN local committee member to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils

- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and Local Committee to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

### **The Designated Teacher for Looked After Children**

The Designated Teacher for Looked After Children will:

- promote a culture in which looked after children believe they can succeed and aspire to further and higher education
- ensure that the teaching and learning needs of the looked after child are reflected in his or her Personal Education Plan and have lead responsibility for its implementation
- ensure that the views of looked after children are taken seriously and inform decisions about teaching and learning strategies and their personal targets
- prioritise looked after children for one-to-one tuition
- promote good home-school-agency links

### **Teachers**

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report



- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### **Families and carers**

Families and carers should inform the school if they have any concerns about their child's progress or development.

Families and carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

The school will take into account the views of the family and carers in any decisions made about the pupil.

Families can get a copy of our policy through the school website or by requesting a hard copy at the school office.

### **The Pupil**

We encourage all our children to use their 'pupil voice' and consider them to be at the heart of everything we do by:

- assessing their needs
- talking to them about their strength and difficulties
- setting learning targets
- taking part in their annual review
- talking to them about how they learn best and what helps them to learn to their full potential
- asking them for feedback about the effectiveness of interventions

### **Admissions**

At Cranleigh C of E Primary School, we understand our obligation to make reasonable adjustments for children with SEND. In our admissions, we will:

- treat all applications equally and we will not discriminate against pupils with SEND
- admit children with SEND who do not have an Education, Health and Care Plan (EHCP)
- not refuse admission to children with SEND because we feel that we will be unable to provide the necessary support, except in extreme cases where the school does not have the capacity to cater for their specialised learning difficulties

## **Comments, compliments and complaints**

Should families have any comments about SEND provision they should contact the SENCO, Mrs Jill Mills. Any complaints should be dealt with in accordance with the School's Complaints policy.

The Trust has in place 'arrangements with a view to avoiding or resolving disagreements between families and the school about the special educational provision made for their child.' (SEN Code of Practice)

## **Training**

We ensure that all staff keep up to date with developments in teaching and provision to meet the needs of pupils with SEND.

This includes:

- Audit of staff development needs
- In-house INSET and training for staff, delivered by SENCO and others e.g., Surrey Teachers for Inclusive Practice, EPs, health professionals.
- Regular training meetings are held by the SENCO with the school's teaching assistants to disseminate and reflect on best practice and provide further strategies, support and guidance.
- Advice from relevant external support agencies
- Links with other Trust and local schools, sharing of good practice and making the transition between phases as smooth as possible for pupils.

## **Monitoring**

Monitoring pupil progress is vital and is undertaken in line with the school's monitoring policy. We do this using the following procedures:

- Pupil tracking system
- Teacher assessment
- Formal assessment
- Lesson observations
- Learning Walks
- Regular monitoring and evaluation by the SENCO and other senior leaders
- Comparison with local and national data on pupils with SEN
- Family or carer meetings
- Pupil review meetings
- Pupil Voice

## **Evaluation and Review**

The effectiveness of the SEND provision provided by the school will be undertaken annually by the Local Committee. A review of the SEND policy document is undertaken every year. It is a working document and is kept under constant review.

The following documents have also informed this guidance:

Special educational needs and disability: a guide for parents and carers

<https://www.gov.uk/government/publications/send-guide-for-parents-and-carers>

Supporting pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Keeping children safe in education

[Keeping children safe in education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/keeping-children-safe-in-education)

Surrey Ordinarily Available Provision

<https://www.surreylocaloffer.org.uk/practitioners/resources/ordinarily-available-provision>

Surrey Local Offer Website <https://www.surreylocaloffer.org.uk/>