



# **Special Educational Needs Policy**

## **1. Introduction - Policy Mission Statement**

We at Crossley Fields Junior and Infant School aim to provide a fully inclusive environment where all children are valued and offered the best education possible, regardless of race, age, gender, disability or ability. We have a whole school approach towards special educational needs (SEN) policy and practice in which every teacher is a teacher of all children, including those with special educational needs and disability (SEND).

We believe that every child is special and has different needs. We aim to meet these needs effectively by offering a broad and balanced curriculum and, as far as practically possible, teach children in mainstream classes under the National Curriculum.

At Crossley Fields, we believe that a partnership with parents and external agencies plays a key role in enabling children with SEND to achieve their full potential by fostering a safe, caring and stimulating environment which supports children with SEND to enjoy, progress and achieve.

'Children with special educational needs make fast progress outperforming similar pupils nationally, both in terms of their rate of progress and the standards they attain.' Crossley Fields Ofsted 2015.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 2014 and should be read in conjunction with the following guidance, information and policies:

- The Equality Policy
- The Accessibility Plan
- The school's SEN information on the school website (SEN Report)
- The LA Guidance 'Children and Young People with SEN; Guidance – School Based Support'
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (2014)
- The Safeguarding Policy

In accordance with the overarching principle of the SEND Code of Practice 2014, this policy has been developed and shared with:

- Staff
- SENCo Team
  - Mrs Louise Howard, Deputy Headteacher, Lead SENCo, Senior Leadership Team, National SENCO Award 2011;
  - Mr Ben Smith, Leader of Learning, Deputy SENCo, Senior Leadership Team, National SENCO Award 2016
- Governing Body
  - Achievement Committee
  - SEN Governors – Mrs Jackie Darnbrough and Mrs Luciana Bowers
- Parents and families

## **2. Contacts**

The Special Needs Coordinators (SENCOs) are Mrs Louise Howard and Mr Ben Smith. Both are members of the Senior Leadership Team in school and both hold the National SENCO Award.

## **3. Long Term Aim of the Policy**

The purpose of Crossley Fields approach to Special Educational Needs is:

- To work within the guidance laid down in the SEND Code of Practice 2014
- To ensure the aspirations of and expectations for all pupils with SEND are high.
- To identify and put in place appropriate provision for pupils with SEND and additional needs.
- To operate a whole school approach to the leadership and management of provision for children with special educational needs that takes into account all of a pupil's needs (assess, plan, do, review model).
- To ensure that parents / carers have a clear understanding of how the school supports children and young people with special educational needs, and their own involvement in this.
- To ensure the school has an appropriately qualified and experienced SENCo who can ensure that the SEN Policy is put into practice.
- To provide training, advice and support for all staff working with SEND pupils.

## **4. Identification of SEN**

Children and young people are identified as having SEN if they do not make adequate progress through quality first teaching. Crossley Fields is committed to the early identification of SEN and recognises the four broad categories of needs in the SEND Code of Practice 2014. The Code specifies these areas of need as:

- Communication and Interaction (including Autism Spectrum Disorder)
- Cognition and Learning

- Social, emotional and mental health difficulties (includes ongoing, persistent behaviour issues)
- Sensory and / or physical needs.

Other factors may impact on progress and attainment: attendance and punctuality, English as an Additional Language, being a Looked After Child, health and welfare, being in receipt of Pupil Premium, Disability (the Equality Act and the Code of Practice state that schools and settings have a duty to make 'reasonable adjustments' – these alone do not constitute SEN).

The purpose of identification is to work out what action we need to take, not to fit a pupil into a category.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEN. We are committed to the belief that additional intervention and support cannot compensate for a lack of good quality teaching and we therefore regularly review the quality of teaching for all pupils, including those with SEN.

This policy works alongside our school SEN information (SEN Report) which outlines:

- The identification and assessment of SEN
- Our graduated, whole school approach to SEN support
- Interventions and work with external agencies
- Statutory assessment / Referral for an Education, Health and Care Plan (EHCP)
- Management and monitoring of pupils on the SEN register.

The SEN Report can be found at <http://www.crossleyfieldsschool.co.uk/sen-report/>

## **5. Supporting Pupils and Families**

At Crossley Fields, we aim to work in partnership with parents / carers and families to ensure they are fully informed about all matters relating to their child's SEN. Support and advice from the Local Authority can also be found on the LA Local Offer website at <https://www.kirkleeslocaloffer.org.uk>. We also work closely with Kirklees Information and Advice Service (KIAS – formerly Parent Partnership) and direct parents this service if needed.

## **6. Supporting Pupils with Medical Conditions**

At Crossley Fields we recognise that children and young people at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children and young people with medical conditions may be disabled and where this is the case, we will comply with our duties under the Equality Act 2010. Some pupils may also have SEN

and may have a Statement of SEN or an Education, Health and Care Plan (EHCP). If this is the case, the SEND Code of Practice (2014) is followed.

Access to the curriculum for pupils with medical conditions is assessed on a case by case basis.

[The Managing Medical Conditions Policy is available here.](#)

## 7. Monitoring and Evaluation of SEND

We regularly and carefully monitor the quality and impact of provision for pupils with SEND. Our monitoring and evaluation cycle is embedded into school practice and monitoring activities (lesson observations and drop ins, intervention observations, work scrutinies, pupil and parent questionnaires) are planned in our whole school monitoring schedule.

## 8. Resources

### a) Funding for SEN

All schools receive an amount of money to support children and young people with special educational needs. This is provided as part of the schools' block formula allocation. It is the responsibility of each school to ensure that they have a 'notional budget' which caters sufficiently for the special educational needs of the children and young people within their school. The Education Funding Agency describes the funding available within schools for SEN pupils as being made up from 3 elements:

<b>Element 1</b> <b>Core Educational Funding</b>	Mainstream per pupil funding (AWPU)
<b>Element 2</b> <b>Schools Block Funding</b>	Contribution of up to £6k for additional support required by children and young people with high needs, from the notional SEN budget.
<b>Element 3</b> <b>High Needs Top Up</b>	Top Up funding from the LA to meet the needs of individual children and young people with EHC plans.

The level of top up funding for each pupil is allocated at four levels (a, b, c, or d) depending on the type and level of need of each pupil.

### b) training:

The concrete resources for pupils and training for staff is reviewed regularly in order to maintain the high quality of teaching and provision within school. Specialist provision and training is provided when appropriate. The SENCO team regularly

attend training and have opportunities to attend termly LA SENCO Network meetings in order to keep up to date with local and national updates in SEND. Crossley Fields is also part of a pyramid Additional Needs Partnership (ANP) which is a solution focussed collaborative approach to meeting the needs of children with SEN in individual schools. The ANP includes all primary schools and The MFG within the Mirfield Pyramid of school. It meets half termly and is led by an Educational Psychologist from the LA. We are also a member of NASEN.

An induction process is in place for all teachers and support staff and this includes a meeting with the SENCo to explain the systems and structures in place to support the needs of individual children with SEND.

## **9. Storage and Communication of Information**

Information collected about a child's special educational needs will be kept confidential unless to do so would put the child at significant risk of harm. Information will be shared with professionals with the prior knowledge and agreement of the child's parents, Headteacher or SENCO.

Each class has an 'Additional Needs Folder' which is kept in a lockable cupboard. This contains information about children on the SEN register, Pupil Profiles, My Support Plans, EHCP / Statements, external agency reports, specialist assessments, school nurse information and class provision maps. Electronic copies of Pupil Profiles and class provision maps are also stored on t:drive. A master copy of all external agency reports/advice are kept in year group folders in the KS 2 meeting room.

The class Additional Needs Folder will be kept up to date and passed on to the next teacher.

When a child with special educational needs leaves Crossley Fields to attend another school, records will be passed on and relevant information communicated to the receiving school. Careful and individualised transition programmes will be put into place to ensure the child's next school is clear on the child's needs and provision in place.

## **10. Roles and Responsibilities**

- The SEN Governors are Mrs Jackie Darnbrough and Mrs Luciana Bowers. They meet regularly with the SENCo and monitor the progress of pupils with SEN.
- The Designated Safeguarding Lead is Mrs Tracy Dell (Headteacher)
- We have 5 members of staff trained as Deputy Designated Safeguarding Leads. These are:
  - Mrs Nicola Bean (Deputy Headteacher)
  - Mrs Louise Howard (Deputy Headteacher)
  - Mr Ben Smith (Leader of Learning & SENCo)

- Miss Tracey Jowett (Assistant Headteacher)
- Mrs Najma Esmail (Learning Mentor)
- The member of staff responsible for Looked After Children is Mrs Tracy Dell (Headteacher)
- The staff responsible for managing the school's responsibility for meeting the medical needs of pupils are Mrs Julie Briggs (KS1) and Mrs Gayle Clarkson (KS2)

### **11. Reviewing the Policy**

We will review this Policy annually, or in the light of any new changes to legislation.

### **12. Accessibility – Statutory Responsibilities**

We have an Accessibility Plan that addresses the improvement of access to:

- The curriculum
- The physical environment
- The provision of information.

The Department for Education Guidance is that the school's accessibility plan should be reviewed every three years. At the point of review, barriers are identified and plans put in place to remove them.

### **13. Dealing with Complaints**

All complaints need to be addressed to the Headteacher.

### **14. Bullying**

At Crossley Fields we have a whole school approach to mitigating the risk of bullying, and developing independence and building resilience in our pupils with SEN. We do this by:

- Educating children about:
  - What constitutes 'bullying'.
  - How to develop and maintain positive relationships.
  - Who pupils can talk to if they are worried. We also have a link on our school website if children need a listening ear.  
[bigears@crossleyfields.co.uk](mailto:bigears@crossleyfields.co.uk)
- Children are educated through assemblies, circle time, visitors into school (e.g. ChildLine, Police), PSHE curriculum and anti-bullying week.
- For further information, please see the school's
  - Behaviour policy
  - Safeguarding policy

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Review Date: March 2018

## **Code of Practice 2015**

**The governing bodies** of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

### **Curriculum Planning for Inclusive Education:**

'In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.' SEN Code of Practice 2015

As part of the Graduated Approach teachers plan differentiated tasks that meet the needs of children so that they can access the requirements of the national curriculum. When this is not possible additional provision is put in place as outlined in the school report. <http://www.crossleyfieldsschool.co.uk/sen-report/>

### **Facilities and Access:**

Although there are no specialist facilities for pupils with significant additional needs, we welcome all pupils and do our best to ensure that appropriate provision is made. The school has disabled toilets and ramped entrances.

### **Classroom Support Assistants:**

A number of support assistants work in school to support teaching and learning within the classroom, either in small groups, pairs or individually. They will liaise with teachers and the SENCO team to provide the best and most appropriate support for children with significant additional needs.

### **Relevant Policies**

This policy should be read in conjunction with the following school policies or reports:

- The local offer
- School report
- Diversity and Equality Policy
- Equal Opportunities Policy
- Curriculum Policies
- Behaviour and Discipline Policy
- Managing pupils with medical conditions

**Complaints Procedures:**

If you have a complaint please refer to the School Complaint Procedure outlined on the website

Signed:

Date: