



Policy Name: SEND

General Statement

All school policies are available for parents and prospective parents by contacting St Crispin's School Office on 0116 2707648 or by emailing: enquiries@stcrispins.co.uk

These policies are adapted to cover the whole school from 2-16 and therefore this policy applies to the whole school, including the EYFS. It should be read by parents/staff alongside all the school policies, the School Welcome Pack and the Admission Form and for staff additional information can be found in the St. Crispin's Staff Handbook and their Terms and Conditions of Employment. St Crispin's School is committed to safeguarding and promoting the welfare of pupils and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential.

The parents of the children attending St Crispin's School should be aware that the school has a duty to safeguard and promote the welfare of children who are their pupils. This responsibility necessitates a Safeguarding Policy and School may need to share information and work in partnership with other agencies when there are concerns about a child's welfare.

Legal Status: Compliance

- Complies with Part 1 Paragraph 2 (1) (a) and (2) (a) to (i) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- This policy complies with Regulation 3 Welfare, health and safety of pupils, paragraphs 7(a) and (b) of The Education (Independent School Standards) (England) (Amendment) Regulations, and other relevant and current regulations and any other guidance for Schools and Colleges.
- Complies with Part 6, paragraph 24 (3)(b) of The Education (Independent School Standards) (England) (Amendment) Regulations.
- This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (July 2014)
- 3.66 and has been written with reference to the following guidance and documents:
- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (July 2014)
- School SEN Information Report regulations (2014)
- Statutory Guidance on Supporting children at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1, 2, 3 and 4 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- EYFS Statutory Framework (DfE 2014)
- Working Together to Safeguard Children (DfE 2013)
- Special Educational Needs and Disability Code of Practice (DfE & DoH 2014)
- Issues in Earlier Intervention: Identifying and Supporting Children with Additional Needs (DCSF 2010)
- Children and Families Act 2014.

School Directors: Roles and Responsibilities

St Crispin's School is a co-educational mainstream school, which caters for children from 2-16. We are non-selective. Our aim at St Crispin's School is to ensure that every child, whatever their individual needs, has access to the full curriculum and that provision is made to help young people feel that they are in every way a part of School Life. Our motto is 'respice finem' look to the end, at St Crispin's School we care. To do this we include everyone in what is good, we don't put anyone down or make his or her life difficult. We value every person and every opportunity, and we always aim for the best.

The SENCO monitors the progress of every child with Special Educational Needs. We liaise closely with parents, staff and other external agencies, in order to support the most vulnerable children. St Crispin's places the learner at the heart of its work. The ethos is a 'can do,' inclusive one and the aim is 'to better themselves rather than compete with others.' St Crispin's is a family run school, and as such has a family environment. Children are expected to work hard and to play fairly, to take turns and share. We aim to be a forward-looking school, which never stands still but constantly seeks improvement.

The school can request specialist involvement, regardless of whether a child is on the SEND Record, for advice regarding early identification and effective support and will consider involving specialists, where, for example, a child continues to make less than expected progress, despite additional provision targeted at their area of need. Parents will always be involved in any decision to involve specialists along with the child's teacher and in appropriate cases, the child will be involved too. It is the SENCO's role to contact any specialists and ensure that what was discussed or agreed is recorded, shared and understood by parents and staff who teach and support the child.

The Proprietors & Head will publish information on the school's website about the implementation of the school's policy for children with SEN. We publish how the school implements the SEN Policy on the school web site following the information set out in the SEN information Report (Regulation 3) (2014) and as part of the school's contribution to the Local Offer. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.

We provide parents with information on local sources of support and advice e.g. Local Offer, Information, Advice and Support Service.

Funding for SEN and allocation of resources

The School fees at St. Crispin's School and Nursery cover all class teaching within the school and extra time for formal examinations; every effort is made to include all children in our activities including pupil outings, leisure facilities and libraries and learning centres etc.

Parents/Carers/LEA authorities pay extra costs for individual tuition, access arrangements at GCSE level, Reviews for ECHP; any classroom support indicated in hours on the ECHP; including 1:1 support, Access Arrangement Reports and extra invigilation, exam fees, etc. The school is happy for outside specialists to visit the pupil within school but the parents/carers/LEA of the pupil will have to meet any extra costs involved. The Speech and Language Team, the Visual Impaired Team and Outreach visit the school where and when necessary and the Early Years SENCO visits every term to review the NEG funded pupils. There is some funding available from the LEA for the Early Years Nursery/Schools, Foundation 1 and 2.

The Head & Propitiator and SENCO will establish a clear picture of the resources that are available to the school and will consider the strategic approach to meeting SEN in the context of the total resources available, including any resources targeted at particular groups, such as the pupil premium where applicable. (Although at present this is only available for funded NEG parents) The Head and SENCO monitor and evaluate the effectiveness of how these resources are spent on pupil achievement.

We have teaching assistants that work within the school that help to promote the learning development of our children on a withdrawal basis and support the teachers within the classroom. Individual records are kept of the progress of a child and parents would be notified if a child was making insufficient progress.

The staff wherever possible try to find materials relating to the interest and the ability of the children. Differentiated work will be set wherever possible and children will be encouraged to reach their potential. We have visiting specialist teachers that come into the school to work with children on a one-to-one basis from Foundation to year 11.

The staff fosters communication between parents and other professionals and agencies. We recognise that special educational needs are the responsibility of all the staff and aim to develop the skills of staff and children alike. We accept and value each other and value differences; we work in partnership with parents enabling them to play an active role in their child's education. All our children have individual learning plans in place and are tracked via subject area every term; Star, Star, Wish targets are written onto the child's report in every subject, which form the pupil's IEP, these targets are monitored across all curriculum subjects monthly. The medium that we use is our MIS in house system. Each child is given the opportunity to achieve its personal best and become a confident learner. The school will endeavour to help any child with special needs but will not be able to keep children who continually display anti-social behaviour, which threatens the safety of other children or our staff and prevents other children from enjoying their learning. St Crispin's believes that every child has a talent and we will do our best to find that talent and encourage the child to use it

Roles and Responsibilities - SENCO

The key responsibilities of the SENCO are taken from the SEND 0- 25 Code of Practice (2014) and include:

- To coordinate provision for children with SEN
- To liaise with the relevant Designated Teacher where a looked after pupil has SEN
- To advise on the graduated approach to providing SEN support
- To advise on the deployment of the school's delegated budget and other resources to meet children's needs effectively
- To liaise with parents of children with SEN
- To liaise with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
- working with the SLT to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- To ensure that the school keeps the records of all children with SEN up to date.
- We designate a fully qualified SpLD member of staff to be the Special Educational Needs Co-ordinator (SENCO) and give her name to parents. Our SENCO is:

SENCO Mr Christopher Lofthouse

Mr Chris Lofthouse holds a Master's Degree in Education (Equality and Diversity), B. A Honours Degree in History and his SENCO qualification. As the school SENCO he holds a responsibility for training and aiding staff to target set and to liaise with all members of staff regarding the special educational needs register and providing information so that individual staff can support all children. Training for staff is on going and staff are expected to cascade their new found knowledge to other staff at staff training days. There are opportunities for staff professional development both via the early year's Nursery/Schools and through local and national courses

- The SENCO is also responsible for the induction of new staff with regard to SEN.
- The SENCO works closely with staff and outside agencies and has responsibility for the day-to-day operation of our Supporting Children with Special Educational Needs Policy and for co-ordinating provision for children with SEND.
- All records containing sensitive information relating to the special educational needs or disabilities of children in school will be treated as highly confidential and be securely placed in a locked cabinet when not in use.
- Information will be shared with outside agencies and other schools where appropriate for example when a child is transferring to another Nursery/School or College. Care will always be taken to ensure that careful consideration is given to confidentiality of children's records, data protection, confidentiality and client access to records and to Information sharing, and working in partnership with other agencies.
- The SENCO once satisfied with the identity of who/where information is being shared will pass on information assuming that parents/carers are kept fully informed and that it is in the interest of the child concerned.

- Access Arrangements for GCSE and Functional Skills – Data Protection forms and completed and signed by the children themselves to say that they are in agreement for their records to be shared with outside agencies. This is inline with JCQ's Regulations.
- We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources e.g. action plan reviews, staff and management meetings, parental and external agency's views, inspections and complaints. This information is collated, evaluated and reviewed annually.
- The school will apply for extra time where necessary for children at Key Stage 2; once this is granted by QCA this forms a passport for learning and continues with them into secondary schooling. Extra time once granted will be continued until the end of year 9 when formal re-assessment is required for GCSE. The school then follow the guidance set out by the Joint Council and the QCA. Charges for screening for Key Stage 2 and 3 are met by the school, and at Key Stage 4 by the parents/carers.
- The school will advise parents if a child is believed to have special needs and help them to arrange the appropriate assessments where necessary. In the Early Years this is funded mainly by the help of the early years Nursery/School provided by the LEA but if extra funds are needed that are outside their budget requirements, the extra costs would be charged to the parents/guardians at cost

Other Educational Nursery/Schools

1. St Crispin's will transfer records and liaise by either letters or telephone calls to the new school/Nursery/School where necessary.
2. St Crispin's School will invite staff from transfer schools into our Nursery/School to see the children in action and discuss any future needs.
3. The staff at St Crispin's are committed to sharing good practice with other Nursery/Schools

SEND Objectives

1. The Head Teacher/SENCO, and all staff will have regard for and work within the guidance outlined in the SEND Code of Practice 0 -25 (July 2014) this includes the allowance of sufficient time and resources to meet these needs.
2. To establish a fully inclusive Nursery/School, eliminate prejudice and discrimination and create an environment where all children can be happy, flourish and feel safe.
3. To respond to learners in ways, which take account of their varied needs and life, experiences.
4. To identify a child's special educational needs at the earliest point and make effective provision.
5. To enable parents to participate as fully as possible in decisions and being provided with information and support necessary to enable this.
6. To support children to participate in discussions, express their views and be fully involved in decisions, which affect them, encouraging them to become increasingly effective self-advocates.

7. To work in close partnership with a range of specialists and professionals to enable us to provide effective targeted support.
8. To ensure that teachers fully understand that they are responsible and accountable for the progress and development of all children in their class, including where they access support from teaching assistants or specialist staff.
9. To provide targeted support, advice and training for all staff working with children with special educational needs and disabilities, enabling them to adapt teaching to respond to the strengths and needs of all children.
10. Our SENCO has responsibility for the day-to-day operation of the SEND policy and coordination of specific provision made to support individual children with SEND, including those who have EHC (Education Health and Care) plans /Statements.
11. To ensure that all children receive appropriate educational provision through a broad, balanced curriculum that is relevant and differentiated and that demonstrates coherence and progression in learning through quality teaching.
12. To ensure that children and young people with SEND are able to engage fully in activities alongside children who do not have SEND and to ensure that children who are Gifted and Talented have their needs met.
13. To ensure that children with English as an Additional Language needs are well catered for.
14. St Crispin's has in place a clear approach for identifying; responding to and meeting children's SEND. We use the graduated response system for identifying, assessing and responding to children's special educational needs. We assess, plan, do and review to meet the needs of our children and use an ICT programme Classroom Monitor to track progress of all children as it helps us to identify the support needed to allow children with SEND to progress albeit sometimes in small steps.
15. We ensure that all our staff are aware of our Supporting Children with Special Educational Needs Policy and the procedures for identifying, assessing and making provision for children with SEND. We provide in-service training for staff, parents, and volunteers.
16. We provide resources (human and financial) to implement our Supporting Children with Special Educational Needs Policy, but any additional costs to the fees for extra tuition have to be met by the parents/carers or the LEA if applicable.
17. We raise awareness of any specialism the School has to offer, e.g. Makaton trained staff; second language speakers.

SUPPORTING PARENTS/CARERS OF CHILDREN WITH SEND - Inclusion

1. The school is fully committed to a meaningful partnership with parents of children with special educational needs where they can be as fully involved as possible in decisions and are provided with the information and support necessary to enable participation in those decisions.
2. Staff record and act on parental concern and they value parental expertise. include parental comments on assessments and reviews and ensure parents are aware of the roles and responsibilities of the staff. Staff actively listening to their concerns, wishes and aspirations for their child, instilling confidence and building effective partnerships
3. Staff ensure parents are made welcome in the EYFS Nursery/School. We have an open door policy, offering informal chats or more formal discussion by appointment.
4. Staff share information with parents using home reading record books, letters home, open days, reports and newsletters etc.
5. The staff involve parents in the planning, provision and implementation of strategies and target Nursery/School for children.
6. The staff are conscious of the needs of parents with special needs and will do their utmost to support them and their children.
7. We work closely with the parents of children with SEND to create and we ensure that parents are informed at all stages of the assessment, planning, provision and review of their children's education; that they are included in all decision making processes and that they understand the facts. Building on positive relationships with parents, additional support and guidance will be available to parents at key times, for example, when considering and making a referral for an EHC plan or at times of transition.
8. Teachers meeting with parents, in addition to parent evening appointments, to discuss concerns regarding a child's progress at the earliest opportunity raised either by the class teacher or the parents themselves, and discussing this fully with the Inclusion Department.
9. The Head/SENCO being available for a meeting by appointment through e.g. the school office or by email.
10. Support and guide parents in ways that they can help with their child's learning and development at home.
11. Signposting parents to wider support, information and services pertinent to their child's SEN by ensuring they know how to access the Local Offer and the LA's Parent Partnership Service.
12. Consulting with a representative group of parents of children with SEND when reviewing the school's SEN Information Report (see school web site) and the SEND policy. A paper copy will be made available to parents on request.
13. Making use of media such as email to contact parents and for parents to contact school. Seeking parents' views and opinions and considering adjustments to practice in the light of findings.
14. We raise awareness of our special education provision via our website and/or promotional materials.

Supporting Pupil Voice

We recognise that all children have the right to be involved in making decisions and exercising choice. We aim to develop children' self-advocacy skills to support them in successfully transferring to their next phase

of education. We will support children in developing their confidence to effectively communicate their own interests, aspirations, needs and rights, enabling them to make informed decisions about their learning and take responsibility for those decisions. The school will do this in the following ways:

1. Self-knowledge is the first step towards effective self –advocacy. With parents, we will support children in understanding their strengths, needs and successful approaches to their learning and also have the confidence to voice their concerns, hopes and aspirations. Children are asked how they would like to be helped and encouraged to comment on whether they enjoy activities presented
2. Wherever possible and in an age appropriate manner, children with SEND are involved in monitoring and reviewing their progress. Their views are listened too and shared whilst making decisions about future support and provision. Children with SEND are encouraged to represent pupil voice at St Crispin’s School.
3. All staff will actively listen to and address any concerns raised by children themselves. Where appropriate, we take into account children’s views and wishes in decisions being made about them, relevant to their level understanding. Planning is carried out to meet the individual needs of a pupil whilst taking into account the expected outcomes for their age and ability.
4. Children are also provided with additional support to contribute as fully as possible in their Annual Review and if appropriate the next phase of education. This can be, for example, by attending part of the review meeting in person, preparing a one-page profile to be shared at the meeting, using a peer advocate to support them in the meeting or by preparing a recorded presentation to share at the meeting.
5. They are encouraged to celebrate their own success and that of others. Children are involved in making choice in their learning. Certificates, stickers and merit awards are used for achievement.
6. Equipment and materials include positive images of children with special educational needs.

Other Professionals

1. St Crispin’s School liaises with other professionals and external agencies involved with children with special educational needs and their families, including in connection with transfer arrangements to other Nursery/Schools and schools.
2. St Crispin’s ensure that there is liaison between the Nursery/School and outside agencies using a variety of means including telephone contact, written correspondence, meetings, email ect.
3. We work in partnership with the local authority and other external agencies to ensure the best outcomes for children with SEND and their families. We follow the system put in place by the Local Authority for Nursery funded children and have systems in place for working with other agencies and monitor these closely. We have systems in place for referring children for further assessment e.g. Common Assessment Framework/Early Help Assessment and Education, Health and Care (EHCP) assessment.
4. We ensure the effectiveness of our special educational needs provision by collecting information from a range of sources both internal and external in order to provide the best care and support that we can provide in order to achieve the most positive outcome possible for the child concerned. This information is collated, evaluated and reviewed termly. Our policy is reviewed annually or when there are any changes in legislation.
5. St Crispin’s would use advice from other agencies to provide suitable strategies and targets for children; and cascade this information down to all staff in all areas of the School.

Supporting Children at School with Medical Conditions

The school recognises that children at school with medical conditions should be appropriately supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have special educational needs (SEN) and may have a statement, or EHC plan which brings together health and social care needs, as well as their special educational provision where the SEND Code of Practice (2014) is followed. Arrangements are in place in schools to support children at school with medical conditions and appropriate risk assessments in place.

Accessibility

St Crispin's School aims to make access the best that it can, taking into consideration the Victorian buildings and the leases. The School publishes an Accessibility Audit for disabled children, which gives information with regard access to the physical environment and information. The school's accessibility plan sets out how the School will promote and improve access to education for disabled children through:

- increasing the extent to which disabled children can participate in the **school curriculum** i.e. *teaching and learning, participation in -school clubs and school visits.*
- improving the **environment** of the school to increase the extent to which disabled children can take advantage of education and associated services i.e. *improvements to the physical environment of the school and physical aids to access education.*
- improving the delivery to disabled children **of information** which is provided in writing for children who are not disabled e.g. *hand-outs, timetables, textbooks and information about school events.*

Physical Access

1. Some areas of the school can be accessed by wheelchair and the doorways on the ground floors in both buildings are wide enough to allow for wheelchair access. As these are a listed building it would be difficult to make alterations to the structure of the property. Wherever possible reasonable alterations would be made to accommodate children. Ramps can be provided where requested.
 2. Clear passageways are maintained to allow ease of access.
 3. Disabled parking is made available.
- The Accessibility Plan will be reviewed annually.

Bullying

We are an inclusive school and work every day to create a safe, secure and happy environment for all children, where everyone is accepted for who they are and where the differences between us are valued and celebrated. In our school, bullying is not tolerated. We are aware, however, that some children with SEN may be particularly vulnerable to bullying. To mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies and within lessons, to promote a greater understanding of issues related to SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself.

As part of planning the support and provision for pupil's SEND, we will always look to promoting pupil's independence and resilience and closely monitor pupil's well being outside as well as within the classroom.

Through the school's safeguarding arrangements, we will reinforce the safe use and understanding of social media and, where necessary, provide specific tuition in this area for children and parents.

Monitoring and evaluation of SEND (and complaints)

The school regularly and carefully monitors and evaluates the quality and effectiveness of provision for all children including those with SEND. This is done through regular scrutiny and analysis of data related to the achievement of children with SEND through learning walks, work scrutiny, observation and conversations with parents and children

The school is committed to working in close partnership with all members of the school community. The school places great value on the role, which parents/carers can play in supporting their child's learning. The Heads and Staff actively encourage a positive relationship between the school and families.

It is recognized that parents of children with SEN may, from time to time, have particular concerns regarding their child's individual needs. The School acknowledges the difference between a concern and a complaint however; the requirement to have a complaints policy does not undermine efforts to resolve the concern informally. Concerns will be documented and dealt with by school as quickly, sympathetically and effectively as possible.

The School's Complaints Policy outlines the formal procedures, which will be invoked when initial attempts to resolve the issue are unsuccessful and if the person raising the concern remains dissatisfied and wishes to take the matter further.

Identification of Special Needs

A pupil has SEND where their learning difficulty or disability calls for special educational provision to be made for them. The SEND 0 – 25 Code of Practice states that a child has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of other 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.

This provision is inclusive of our EYFS and is different from or additional to that normally available to children of the same age. For some children, SEND can be identified at an early age, however, for other children and young people, difficulties become evident only as they develop.

The identification of SEND is built into the overall approach to monitoring the progress and development of **all** children. Class teachers will assess each child's skills and levels of attainment on entry, building on information from previous Nursery/Schools. Class teachers make regular assessments of progress for all children identifying where children are making less than expected progress given their age and individual circumstances. Where a child's progress is causing concern, this may be characterised by progress which:

- 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

- widens the attainment gap

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs.

Broad areas of need as outlined in the SEND Code of Practice (2014)

These four broad areas give an overview of the range of needs that the school plans for. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

The purpose of identification is to work out what action the school needs to take, not to fit a child into a category. In our school, the needs of the *whole* child will always be considered in this process.

There are other factors that may impact on progress and attainment that are not considered SEND:

- Attendance and punctuality
- Health and Welfare
- English as an additional language
- Being a looked after child
- Being a child of a serviceman or service woman

Any concerns relating to a child's behaviour may be an underlying response to a need which the school would work with parents to identify. **Identification**

1. Early identification of difficulties and appropriate intervention is planned and carried out.
2. Parents are involved and kept involved and fully informed at all times.
3. Children are identified with having special needs through discussion with parents, guardians, observation, screening and discussion with colleagues.
4. Recommendations are made for children who need to be assessed for SpLD etc

Assessment

1. May involve key worker, teaching staff, SENCO and Outside Agencies.
2. Referral to or liaison/ joint working with external support agencies during the early education Nursery/Schools will take place; and in the main school if applicable.
3. Assessment is play based in the early educational Nursery/Schools.

Parents are advised under new regulations issued by the JCQ 2014 that SEN children need an updated assessment report from no earlier than Year 9. If a report has not been prepared for a child in secondary education who enters the school in Year 10 parents are recommended to either visit an educational psychologist need or to have a SpLD report for Access Arrangements which can be commissioned in

School at an extra charge. **Monitoring and Reviewing**

1. Monitoring of progress of children is on-going.
2. Regular reviews on-going in the Early Years, Infants and Junior School and are termly in the Secondary Department.
3. Parents are kept fully informed/involved at all times.

4. Statements are reviewed annually.

Record Keeping

1. Information is sought from parents at admission.
2. All children are individually tracked and records of progress and regular reviews are kept.
3. The school follows guidelines on data protection, preserves confidentiality and gives parental access to records.
4. A record of any additional provision made is kept by the school and extra costs to the school fees for year 1 to year 11 have to be met by the parents. In the Early Years this is usually covered by the NEG; any costs not covered by the LA will need to be borne by the parents/carers.
5. Records are updated regularly and parents are invited to contribute.

Support

Children are taught wherever possible in groups suitable to their ability/age/national curriculum level. As our classes are small we are able to teach children in small groups and on a withdrawal basis where necessary. We have assistants in the Junior School that come in to help support within the classroom where necessary. Differentiation is used by staff within activities and for presentation of lessons that takes into account the needs and interests of the children concerned. We have a clear behaviour policy in place and all children and parents are expected to adhere to it

The Graduated Approach to SEND Support

Identification and Assessment of SEND

Identifying a child's educational needs and adapting teaching to meet those needs, is a process that is in place for all children in our school. The school has a rigorous and regular system, through termly data input and class teacher monitoring, to identify where a child is not making expected progress or working below national expectations. Class teachers will put in place if necessary, relevant and timely interventions, through quality first teaching and appropriate differentiation aimed at closing the gap or raising attainment. The class teacher and/or tutor, in conjunction with the Head will also talk with parents to ensure there is a shared understanding of the child's needs and gain parental perspective on any areas of strength and emerging barriers to learning.

Where a child's needs are persistent, the class teacher will complete an initial concerns checklist and arrange to meet with the Head for Inclusion/ SENCO. At this meeting, the need for additional assessments will be discussed. The parents and child's views will be sought as part of this process. A decision will then be made to decide if different and additional provision is required to meet the child's needs. Appropriate staff along with the Head for Inclusion/SENCO will then meet with parents to discuss the need for special educational provision and possible placement on the school's SEN record at SEN Support.

Planning and Implementing SEND Support

High quality teaching, differentiated for individual children is always seen as the first step in responding to those who may have SEND. Working together, the SENCO, child's teachers, parents and child will discuss the type of SEN Support needed to meet the outcomes identified for the child. Staff with appropriate skills and knowledge will deliver this. The subject teacher remains responsible and accountable at all times for the progress and development of all children in their class, even where a child may be receiving support

from a teaching assistant. This SEN support will take the form of a four part cycle (assess - plan - do - review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes. This is known as the Graduated Approach. It draws on more detailed approaches, termly reviews and where appropriate, more specialist expertise in successive cycles in order to match interventions to the SEN of a child.

CPD Training

To maintain and develop the quality of teaching, learning and provision to respond to the strengths and needs of all children, all staff are encouraged to undertake training and development. Training needs of staff are identified through the school's CPD process. All teachers and support staff on taking up a post are made aware of the school's SEND policy. New staff will meet with the SENCO who will explain the school's practice and procedures regarding SEND and will discuss the needs of individual children. The school's Head/SENCOs regularly updates there training and attends available meetings offered by both the Leicester City Council EYFS Special Needs Team and Leicestershire County Council SENNA Training Programme.

Reviewing SEND Support

1. The effectiveness of the policy is monitored by the SLT and reviewed annually. The SENCO is responsible for reviewing policy after consultation and authorisation with SLT.
2. Evidence is kept of satisfactory and of positive personal development of both staff and children. This is reviewed termly
3. Positive views of parents and their level of involvement is monitored and kept as evidence to support the effectiveness of the policy.
4. The review process should support a shared understanding/philosophy of the staff leading to a consistent approach to the teaching of children.
5. The policy should be examined to see how it has helped or caused problems in providing appropriate provision for individual children.
6. Training and the outline of any further training is reviewed regularly.

The LA SEN Support Plan and Education Health and Care Plan process

1. Where the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available, the school in consultation with parents, will consider requesting a LA SEND Support Plan *or* EHC plan integrated assessment from the Local Authority.
2. Very few children at SEND Support will require an LA SEN Support Plan. To inform this decision, the SENCO will have close regard to the Local Authority's criteria for funding through an LA SEN Support Plan or for an EHC Plan. This can be found at <https://www.leicestershire.gov.uk/search/site/sen> along with information on the EHC plan integrated assessment process. This will be shared in full with parents to ensure they are confident and clear about what the process and how they will be involved in it.

Removing children from the SEN record

1. In consultation with parents, the child will be considered for removal from the SEN record where he / she has made sustained, good progress that:
 - betters the previous rate of progress and has sufficiently closed the attainment gap between the child and their peers of the same age,
 - or where a child's wider development and /or social needs have improved and progress in the targeted area is considered to be sustained
 - and additional SEN provision is no longer required to ensure this progress is sustained.

Appendix:

Definition of Special Educational Needs.

A child under compulsory school age has special educational needs if he or she is likely to fall within the definition (below) when they reach compulsory school age or would do so if special educational provision was not made for then.

EYFS

For children aged 2 or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.... Or by relevant early years providers.

For children under 2 years of age, special educational provision means educational provision of any kind.

Definition.

A child or young person has special educational needs 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 the majority of children 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 or mainstream post 16 institutes.

This School Policy was adopted by St. Crispin's School Limited on:

04.01.13

To be updated:

Annually

Reviewed/Updated:

01/11/13

01/02/15

05/10/16

25/01/16

25/01/17

26/02/18

27/02/19

Signed on behalf of the Provider:



Mr. A. Atkin (Headmaster).