



Crockerton Church of England Primary School
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VISION STATEMENT

Be joyful. Grow to maturity. Encourage each other. Live in peace and harmony.

2 Corinthians 13:11

Special Education Needs and Disability Policy

This is a single policy which has been written on behalf of the Governing Body for Crockerton Church of England VA Primary School.

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Author	SENCo and Headteacher
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Next Review	September 2025

We are committed to safeguarding and promoting the welfare of children and young people

At Crockerton Primary School, individuals are valued and achievements are celebrated through a caring, positive and stimulating approach. Our policy for pupils with special educational needs is therefore an integral part of the whole school's ethos. In implementing this policy, we strive to ensure that all children are fully included within the school community, can access a broad and balanced curriculum and can reach their individual potential as learners.

Special educational provision means:

“For children of two or over, education provision which is additional to, or otherwise different from, the educational provision made generally for children of this age in schools maintained by the LA, other than special schools in the area.” (Taken from the Children and families Act 2014.)

Children with SEND

- have a significantly greater difficulty in learning than the majority of children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in school. (Special Educational Needs Code of Practice, 2014)

Children with on-going and complex difficulties may be issued with an Educational Health Care Plan (EHCP). In Wiltshire, this is known as a “My Plan”. These plans are being supported by an Education, Health and Care Plan Pathway. The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Wiltshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer, www.wiltshire.gov.uk/local-offer-primary includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Children may have needs and requirements which fall into at least one of four areas:

- communication and interaction
- cognition and learning
- social, emotional and mental health difficulties
- sensory and/or physical needs

Many children have inter-related needs. These additional needs may be for a short period or throughout a child's life. They may be identified before a child enters school or they may come to be recognised at a specific point in their education.

In this policy we detail how we aim to make provision for all such children at Crockerton School.

Aims

At Crockerton School we believe in providing an inclusive learning environment where all children, including children with SEND, are treated equally and have access to the full range of opportunities that we provide. We aim to develop the full potential of every child. All children will have the right to a broad and balanced curriculum, including extra-curricular activities. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with special educational needs participate in activities compatible with the efficient education of other children and the efficient use of resources.

- To work in partnership with children and their families at every stage of the SEND process;
- To create an environment that meets the special educational needs of each child;
- To ensure that the special educational needs of children are identified, assessed and provided for;
- To identify and monitor children's individual needs from the earliest possible stage so that appropriate provision can be made and their attainment raised;
- To make clear the expectations of all partners in the process;
- To identify the roles and responsibilities of staff in providing for children's special educational needs; □ To enable all children to have full access to all elements of the school curriculum.
- For all children are valued and their self-esteem promoted.
- To work in close partnership, where appropriate, with outside agencies to support the needs and provision for children who have special educational needs. To plan an effective curriculum, which may include specific interventions, to meet the needs of children with special educational needs.

Educational Inclusion

We respect the fact that children:

- have different educational and behavioural needs and aspirations;
- require different strategies for learning;
- acquire, assimilate and communicate information at different rates;
- need a range of different teaching approaches and experiences.

Teachers respond to children's needs by:

- providing support for children who need help with communication and language;
- planning to develop children's understanding through the use of all available senses and experiences;
- planning for children's full participation in learning, and in physical and practical activities;
- helping children to manage their behaviour and to take part in learning effectively and safely;
- helping individuals to manage their emotions, particularly trauma or stress, and to take part in learning.

Teaching Assistants assist teachers in responding to children's needs by:

- sharing in the assessment of needs and planning of objectives;
- carrying out differentiated activities or programmes of work, with small groups or individuals, as specified by the teacher;
- using suitably modified resources or activities to help meet specific objectives.

Roles and Responsibilities

The Special Educational Needs Coordinator (SENCO) is Mrs Debi Downing.

The Governor with responsibility for Special Educational Needs and Disabilities (SEND) is Mrs Julia Palmer.

Role of Governors

The governing body challenges the school and its members to secure necessary provision for any pupil identified as having special educational needs. They ask probing questions to ensure all teachers are aware of the importance of providing for these children and ensure that funds and resources are used effectively. The governing body has decided that children with special educational needs will be admitted to the school in line with the school's agreed admissions policy. The Governing Body reviews this policy annually and considers any amendments in light of the annual review findings.

Role of the SENCO

The SENCO is responsible for co-ordinating the provision of special educational needs throughout the school. This will involve:

- Providing advice to staff, supporting and liaising with them in regards to SEND matters. □ maintaining the school's SEND register;
- Working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress.
- Meeting regularly with class teachers to monitor and track the progress of the children on the SEND register.
- Work with the class teachers, SEND pupils and parents/carers of those pupils in the formulation and review of targets and 'My Support Plans'.
- Capturing the children's voice for My Support Plans and EHCP requests or annual reviews and completing One Page Profiles with them
- Contributing to and managing the records of all children with special educational needs;
- Managing the school-based assessment and completing the documentation required by outside agencies and the LA;
- Acting as the link with external agencies and other support agencies;
- In conjunction with the class teacher liaising with parents/carers of children with special educational needs.
- Contributing to and, where necessary, leading the continuing professional development (CPD) of staff.

Class Teachers' Role

The SEND Code of Practice clearly acknowledges the importance allocated to the class teacher, whose responsibilities include:

- Providing high quality and effectively differentiated teaching to meet the needs of children with SEND;
- Being aware of the school's procedures for the identification and assessment of and subsequent provision for pupils with SEND;
- Ensuring that all children can access the curriculum and engage in learning;
- Setting and reviewing with pupils, where appropriate, their individual targets and working with them to help achieve said targets;
- Creating and regularly updating SEND Passports with SMART targets
- Identifying, planning and monitoring progress of SEND pupils;
- Reviewing My Support Plans and Provision map
- Completing and reviewing Wiltshire's GRSS documentation when necessary;
- Acting upon the advice of outside agencies eg SSENS, EP.
- Informing parents in writing, when their child is receiving an intervention programme.

Partnership with Parents/carers

The school is fully committed to a partnership with parents. Parents or carers are seen as important partners in the effective working relationship with the school in raising their child's attainment. Parents' contribution to their children's education is valued highly by staff.

Parents are involved in the identification, assessment and decision making processes in the school through parent consultation meetings and additional meetings with the class teacher and/or SENCO. Children are encouraged to contribute to their My Support Plan and the setting and review of targets.

Reasons for a child being added to the SEND register may include the fact that he/she:

- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas.
- Has sensory or physical problems, and needs the provision of specialist equipment.
- Has communication and / or interaction difficulties, and needs the intervention of SALT.
- Presents persistent emotional or behavioural difficulties which need the intervention of behaviour support. □
Transfers into the school with already identified needs

Reasons for a child being added to a My Support Plan may include the fact that he/she:

- Makes little or no progress, even when teaching approaches are targeted particularly in a child's identified area of weakness.
- Presents persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school.

- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment.
- Has communication and / or interaction difficulties, and continues to make little or no progress. □ Is among those for whom we are gathering evidence for a request for a statutory EHCP

Requesting a EHC Plan

The EHC Plan replaces the Statement of SEN.

The school will request a statutory assessment from the LA when, despite an individualised programme of sustained intervention, following the recommendations of an external SEND professional, the child continues to experience significant barriers to learning. A statutory assessment can also be requested by a parent or external agency.

An EHCP will normally be provided where, after a statutory assessment, the Local Authority considers that the child requires provision beyond what the school can offer.

A request for statutory assessment may not result in an EHCP but the local authority's decision can be appealed by parents.

Annual Reviews

EHCPs must be reviewed annually. The SENCO will organise these meetings and invite those deemed necessary to attend eg class teacher, parents, educational psychologist, a LA representative.

At the year 5 annual review, agreement should be reached regarding secondary school placement. Parents are strongly advised to visit all secondary school settings before this meeting, in order to make an informed decision. At the year 6 annual review, a representative from the secondary school will be invited.

Record Keeping

Class teachers keep records of the steps taken to meet the pupils' needs during the year. The SENCO maintains an up to date record of children 'causing concern' as well as the SEND register. Children on the SEND register have their own individual folder which is updated by the SENCO at the end of the school year. This folder may include:

- Information from parents
- Support / interventions
- My Support Plan / EHCP paperwork
- Information from outside agencies
- Minutes of meetings

Continuing Professional Development

The SENCO will attend SENCO network meetings and training courses as necessary, in order to keep up to date with recent initiatives, publications and requirements in Wiltshire. Staff may attend training as appropriate, run by the LA, outside agencies or by school staff.

Links and use of outside agencies

Close links are maintained with the local Authority support services in order to ensure that the school makes appropriate provision for children with special educational needs. These agencies may include for example, Specialist SEND advisers, speech and language therapist, educational psychologist, Behaviour Support, school nurse, occupational therapist.

Supporting children at school with medical conditions

The school recognises that children 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 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 SEND and may have a My Support Plan or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. Every effort is made to ensure that medical needs are fully supported. We liaise with the school nurse or specialist medical services about various conditions such as diabetes, asthma and allergies. Our Medical Needs Policy gives further details about how these children will be supported.

Links with other schools

Pre-school children are invited to Crockerton for induction visits in the term before they start school. We liaise with the pre-school providers in regards to any particular needs a child may require when they begin school in the autumn.

When a child joins Crockerton in a different year group, we ask the previous school for the child's records. If necessary, the SENCO will contact the SENCO from the 'sending school'.

We maintain close links with our feeder secondary school, Kingdown. Transition arrangements include a completed proforma detailing current needs and provision; a meeting with a senior SEND assistant from the secondary school and the primary school SENCO; all children have series of taster days during the summer term - further visits may be arranged for more vulnerable children and a 'Head of House' from the secondary school visits in the summer term.

Evaluating Success

The policy will be monitored, reviewed and evaluated against the aims and objectives set out earlier in the policy through rigorous self-evaluation by the SENCO in liaison with the staff and SEND Governor. Areas of strength and development are identified and the SENCO forms an action plan which is part of the whole school development plan.

Complaints Procedure

If parents/carers have a complaint concerning provision for their child they should discuss this with the class teacher. If this proves unsuccessful the matter should be referred to the SENCO and / or the Headteacher. Should the matter still be unresolved the parents/carers should refer to the school complaints procedure for formal complaints.

Appendix 1 – Additional Contacts for Parents

There are links for parents on the Wiltshire County Council web site: <http://www2.wiltshire.gov.uk/education-and-learning/sen-parent-partnership-service.htm>

- ASK Parent Partnership Service (aPPS) www.askwiltshire.org 08457 585072
- Connexions
- Wessex Mediation <http://www.wessexmediation.co.uk/> 0845 0529487
- Pathways <http://www.wiltshirepathways.org/>

Appendix 2

Common acronyms and abbreviations

Some acronyms frequently used across children's services:

A&E	Accident and Emergency unit within a hospital or clinical setting
ASSET	ASSET- risk/assessment tool used by youth offending services
CAF/Early Help CAF	Common Assessment Framework - An Assessment and Planning Tool
CIN	Child In Need
CP	Child Protection
CYP	Children and Young People
DOB	Date of Birth
DPA	Data Protection Act 1998.
EDS	Social Care Emergency Duty Service
EI or EH	Early Intervention or Early Help
EWMH	Emotional Wellbeing and Mental Health
EYIO	Early Years Inclusion Officer
FGC	Family Group Conference
GP	General Practitioner or Gateway Panel (check context)
IFD	Integrated Front Door (Formerly known as MASH)
LAC	Children Looked After by the Local Authority
LON	Level of Need
LP	Lead Professional
MAF	Multi-Agency Forum
MARAC	Multi-Agency Risk Assessment Conference
MFH	Missing from Home
MisPer	Missing Person notification from Police to the MASH

NEET	Not in Education, Employment or Training
NFA	No Further Action
P/CAMHS	(Primary) Child & Adolescent Mental Health Service
S17	Section 17 of the Children Act 1989 - enquiries to determine the need for support to children and families within the community. Referred to as “Children in Need (CIN)”.
S20	Section 20 of the Children Act 1989 - the voluntary accommodation of children into the care of the local authority.
S47	Section 47 of the Children Act 1989 - enquiries to determine the need to protect children at risk within the community. Referred to as “Child Protection”.
SA	Single Assessment – completed by a Social Worker
SARF	Specific Agency Referral Form
SEN	Special Educational Need
SEND Service	Special Educational Need and Disability Service
SLT	Speech and Language Therapy
TAC/TAF	Team Around the Child/Family
TISM/LISM/DISM_s	Inclusion Support Meetings – all now replaced by TACs
WRMG	Wiltshire Risk Management Group
WSVPP	Wiltshire Safeguarding Vulnerable People Partnership formerly Wiltshire Safeguarding Children Partnership