

The Croft Preparatory School

Policy for Special Educational Needs and Disability (SEND)

Whole School Policy, including the Early Years Foundation Stage

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| Policy Reviewed (LA) | 9 February 2024 |
| Peer Review Completed | 5 March 2024 |
| Ratified by SLT | 12 March 2024 |
| Next Review Date | January 2025 |

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant statutory regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors may delegate the monitoring of the efficacy with which the school discharges its statutory duties to the Facilities Manager and Governing Committee.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the statutory functions are executed.

Introduction

This Policy outlines how The Croft School provides for children who may have special educational needs and disabilities (SEND).

All staff, from the Headmaster down, have a responsibility to identify and address children's additional needs.

As a result, each child with SEND will be provided with an individualised programme of support, tailored to best meet his/her needs. Details of how this aim is achieved are described in this policy.

Guiding Principles

This policy has been formulated with regard to the SEND Code of Practice 2015: 0 to 25 years', the Equality Act 2010 and the Children and Families Act 2014 (Part 3).

- We value all children in our school equally
- All pupils are entitled to a broad and balanced curriculum which is differentiated to meet their individual needs
- All children are entitled to experience success
- All children are entitled to have their particular needs recognised and addressed
- All children should be helped to reach their full potential - we have high expectations for everyone.
- Good special needs practice is good practice for all pupils
- Additional intervention and support cannot compensate for Quality First Teaching

- Pupils and their parents/carers know their child best and should be fully included in planning and reviewing support for their child
- Pupils with SEND have a unique perspective on their own needs and therefore should be central to all decision-making processes about their support.

Terms:

- *A person has SEN if they have a learning difficulty or disability, which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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 (SEN Code of Practice 2015).*
- A person is said to have a disability if they have *a physical or mental impairment, which has a substantial and long-term adverse effect on that person's ability to carry out normal day-to-day activities (Equality Act 2010).* This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy and cancer. SEND is a broader term that refers to a special educational need or a disability

Aims

- To identify, as early as possible, barriers to learning and participation for pupils with SEND (see also Curriculum Policy Statement and Assessment, Recording and Reporting Policy);
- To make reasonable adjustments for all those with a disability by taking action to increase access to the curriculum, the environment and to printed information for all;
- To ensure that every pupil experiences success in their learning and achieves the highest possible standard;
- To enable all pupils to participate in lessons fully and effectively;
- To value and encourage the contribution of all pupils to the life of the School;
- To work in partnership with parents;
- To work closely with external support agencies, where appropriate, to support the needs of individual pupils;
- To ensure that all staff have access to training and advice to support quality teaching and learning for all pupils.

Responsibilities

Proprietors and Governors

- To make sure that the necessary provision is made for any pupil who has SEND.
- To make sure that parents are notified of a decision by the school that SEND provision is being made for their child.
- To make sure that pupils' needs are made known to all who are likely to teach

them.

- To make sure that the teachers in the school are aware of the importance of identifying, and providing for, those children who have SEND.
- To review the SEND policy annually.

The Headmaster

- To manage all aspects of the school's work, including provision for pupils with SEND.
- To keep the Governing Committee and Proprietors fully informed.
- To work closely with the school's SENDCo.
- To seek out and share best practice with other local schools.

The Special Educational Needs and Disability Coordinator (SENDCo)

- To work in collaboration with the Headmaster, school governors, Proprietors and staff to develop a clear strategic direction for SEND.
- To oversee the day-to-day operation of the SEND policy.
- To coordinate and develop high quality provision to meet the needs of pupils with SEND.
- To work in partnership with parents/carers of pupils with SEND to develop and review effective support for their child.
- To work with teachers to monitor the effectiveness of interventions and the progress made by pupils with SEND.
- To liaise with professionals from outside agencies, such as educational psychologists, speech and language therapists, ensuring that appropriate referrals are made and strategies are implemented.
- To liaise with other schools to ensure pupils have smooth transitions.
- To work with the Headmaster, Governing Committee and Proprietors to ensure that the school meets its responsibilities under the Equality Act (2010) with regards to reasonable adjustments and access arrangements.
- To promote the inclusion of pupils with SEND in the school community, ensuring they have access to the school curriculum, facilities and extra-curricular activities.
- To ensure the records of pupils with SEND are maintained and kept up to date.
- To support and advise teachers about differentiated teaching methods appropriate for individual pupils with SEND.
- To coordinate the effective deployment of Learning Assistants, providing support and training as needed.
- To contribute to the in-service professional development of staff in relation to SEND.

Learning Support Teachers

- To work collaboratively with the SENDCo, Class Teachers and Learning Assistants.
- To liaise with parents and class teachers to manage the IEP process.

- Ongoing observations and assessments to measure progress.
- To provide support to class teachers as required (Team teaching, mentoring etc.)
- To run small intervention booster groups as required.
- Teach children 1:1 as required.

Teachers

- To provide Quality First Teaching to all the pupils in their classes.
- To provide for the individual needs of all their pupils, adapting their teaching and the learning environment as appropriate.
- To be accountable for the progress of all their pupils, including those who receive additional support from learning support assistants and specialist teachers.
- To work with the SENDCo to monitor the effectiveness of interventions and the progress made by pupils with SEND.
- To seek advice and support from the SENDCo.
- Ongoing observations and assessments to measure progress.
- To work with the learning support teacher to write and implement IEPs, attending review meetings as necessary.
- To contribute to pupils' EHC Plans and attend Annual review meetings
- Writing, updating and implementing Pupil Profiles.
- Planning and recording in-class interventions and liaising with Learning Assistants who are working with a child with SEND.

Learning Assistants

- To support pupils with their learning under direction from the class teacher and/or the SENDCo, implementing strategies recommended by the teacher, SENDCo or professionals from external agencies.
- To develop the independence and problem-solving skills of the pupils with whom they work.
- To provide feedback to the teacher and/or the SENDCo on the progress of the pupils with whom they work to inform planning and review.
- Implementing specialist interventions or learning programmes.
- Attend the annual review, IEP review and other agency meetings if possible.
- Attend training to support pupils with SEND.

Identification, Assessment, Intervention and Review

The School follows the *SEND Code of Practice 2015: 0 to 25 years'*, which is a graduated approach with regard to the identification, assessment and review of pupils with special educational needs. The four key actions of this approach are:

Assess: If there is concern about the progress a child is making, the class teacher will ensure that s/he is making reasonable adjustments for this pupil following the concern process guidance and monitoring the pupil's response to this (See Appendix 1). These adaptations may include strategies suggested by the SENDCo or specialist teachers and/or external specialists. If, despite this Quality First Teaching (differentiated approaches and learning arrangements normally provided as part of high quality personalised teaching), the pupil is still not making adequate/expected progress, the teacher completes a Concern Form and passes it to the SENDCo.

In Little Crofters and Little Crofters Pre-School, the referral for support and the assessments conducted are less formal, and are adapted to best suit the needs of each child. They would usually begin with the EYFS SENDCo observing the child in the setting and using the WellComm Screening that measures speech and language development.

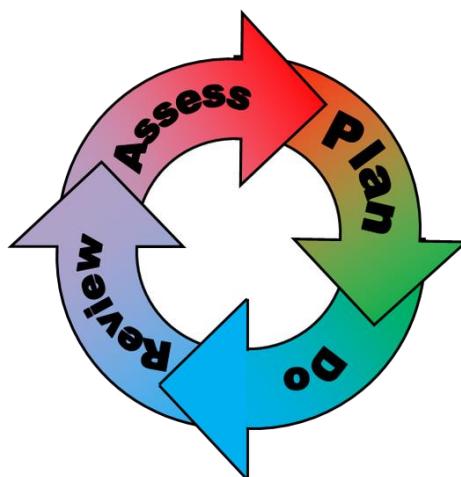
Plan: The SENDCo, usually with the class teacher, next meets with the parents to discuss the way forward. The initial support could be attending a booster group, or a short time-bound intervention. If this entails 1:1 support for the child with a specialist teacher, the parents will be advised of the costs as well as the means by which the School intends to further support the child. The costs are explained in our Terms and Conditions document.

Do: The class and subject teachers remain responsible for working with the child on a daily basis. Where the interventions involve group or 1:1 teaching away from the main teacher, he/she still retains responsibility for that pupil's learning. Interventions used will be supported by high quality research evidence, as far as possible.

If 1:1 teaching is being provided, the member of Learning Support staff who is teaching the child will consult with other teachers and draft a small number of specific, measurable targets, and will identify how the School will support the child to meet those targets. This is written up in an Individual Education Plan (IEP), which will then be discussed, amended if necessary, and agreed with parents. It is the responsibility of all teachers to support and encourage the child to meet these targets. That means that teachers differentiate their lessons as described in the IEP, and monitor and reward the child's efforts towards his/her targets in appropriate areas of the curriculum. Teachers have awareness of children's IEPs when planning lessons and feeding back to children. Learning Support teachers will discuss with parents how best they can support their child at home, and will establish a regular communication procedure.

Review: IEP progress is usually reviewed twice each year from Year 1 upwards, termly in EYFS. Usually, this will be accomplished in stages. Firstly, the Learning Support teacher for that child talks to English or Maths or other teachers as appropriate, to determine their views of the child's progress and priorities for future learning. The Learning Support teacher may conduct appropriate

assessments and may consult the main school tracking data, before drafting some review notes about the child's progress towards the current targets in consultation with the class teacher. They will also draft new targets for the next IEP, before inviting parents to discuss and/or amend it with the class teacher present. When the IEP is agreed, parents sign it. The cycle of Assess-Plan-Do-Review has thus begun again.



In addition, pupils' progress is monitored from the School's tracking data. The SENDCo meets regularly with the Assistant Head (Academic) to look at the tracking data and identify any children who may be causing concern and who are not receiving additional support. In this case, the SENDCo will talk to the child's teacher(s) to decide upon the course of action needed.

If a parent is concerned about their child, they are encouraged to discuss this immediately with the class teacher. The class teacher will refer on as necessary. Parents are also welcome to approach the SENDCo directly.

Any member of school staff is at liberty to raise concerns/issues with the class teacher, SENDCo, Deputy Headmaster, Headmaster and Early Years Manager about a child with a potential SEND or other barrier to learning. The School involves parents/carers and the young person in question as soon as we feel a pupil may have a barrier to learning.

School teachers use a range of assessment data e.g., Early Years Foundation Stage Profiles, Early Years Termly Tracking Data, standardised tests, Teacher Assessments, Screening Tests, Learning Assistant observations, reading/spelling/phonological awareness tests; behaviour observations recorded on Incident Forms/the school database, etc. Ranges of diagnostic tests are used as appropriate.

Admissions

When parents approach the School to admit their child(ren) we expect them to tell us everything that is known about each child's needs, so that we can work closely with parents to identify how we can meet those needs. Children also spend an induction

day in the School and we encourage parents to take a tour of the site, especially if their child has any physical or sensory needs. The School aims to work openly with parents to assess our ability to support every child, and to explain if we are unable to do so.

See Admissions Policy.

Sharing information among teaching staff

Pupils who are receiving support that is additional to or different from that provided for the majority of pupils their age is highlighted on the school data base. This information is readily available to all teachers, to ensure that they are aware of all children in their care who may have special educational needs. We use TES Provision map to manage our SEND register, track interventions, write and store IEPs and Pupil Profiles, this is linked to our school management system and all teachers have access to it so enable them to keep up to date with the pupils SEN needs. It is each teacher's responsibility to consult this data base to inform themselves of the needs of every child in their care.

Four Categories of SEN – Broad Areas of Need

There are four broad areas of need:

1. *Communication and Interaction*, including:
 - SLCN (Speech, Language and Communication Needs)
 - Autism Spectrum Condition
2. *Cognition and Learning*; when children learn at a slower pace than their peers, even with appropriate differentiation.
3. *Social, Emotional and Mental Health Difficulties*.
4. *Sensory and/or Physical Needs*.

Please see the School Information Report for more information about how the school addresses the different areas of need.

Education, Health and Care Plans

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot reasonably be provided from within the School's usual resources, a request will be made to the Local Authority to assess education, health and care needs. This may result in an Education, Health and Care (EHC) Plan being provided. EHC Plans replace the earlier Statements of special educational needs. An application can only be made following two full cycles of Assess, Plan, Do, Review (mentioned earlier) covering at least two terms.

Education, Health and Care Plans are issued only by the Local Authority and they are

legal documents describing a young person's needs, the provision to meet those needs and the suitable educational placement. You can read more about these on Warwickshire's website - <http://www.warwickshire.gov.uk/sen>.

Review Meetings

IEP review meetings are held twice per year from Year 1 upwards, termly in EYFS. Parents/carers are invited to attend with the Learning Support teacher and the Class Teacher. Pupils are also invited to attend or contribute to the meeting beforehand. Representatives from external support agencies may also be invited, if appropriate.

For pupils with an EHC Plan, reviews may be more frequent depending upon need. An Annual Review is also held to review progress towards objectives/outcomes outlined in the EHC Plan. A copy of the review report is sent to all invitees, including parents/carers, and the SEN Team.

Working in partnership with parents

At The Croft, we value the role of parents/carers as important partners in their child's learning. We believe that working together is crucial to meet the needs of the pupils. Any parent may contact their class teacher immediately if they have a concern. The SENDCo can be contacted through the administrative staff and holds regular meetings with parents as appropriate.

In addition, children with SEND will have the usual parents' evening meetings, and parents are encouraged to request an additional meeting if they have a concern.

The SENDCo welcomes input from parents about ways to improve any aspect of our provision for children with SEND, or our communication procedures.

External Support

Agencies include:

- The Educational Psychology Service
- Independent practitioners, such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Advisory Teachers
- Integrated Disability Services (includes Physiotherapy, Occupational Therapy and Advisory Teachers)
- Child and Adolescent Mental Health Service
- Specialist teachers for children with hearing or sight impairments
- Optometrists
- NHS Speech and Language Therapists

Transition within EYFS

Little Crofters children make a gradual transition to Little Crofters Pre-School. Little Crofters Pre-School have a variety of opportunities to meet Reception Staff and familiarise themselves with the learning environment before moving into the Reception year.

Transitions throughout School

There is a Welcome Morning throughout the school, when all children move up to their new classes for a morning. In the Summer Term, teachers meet with the colleagues to whom they are passing children, to advise them of children's individual needs. All children with SEND are identified on the school data base and teachers have access to that, and therefore to SEND records for each child in their care.

Transition to Secondary School

The School works with all receiving schools to ensure a smooth and stress-free transition for all our pupils. In the independent sector, there are no formal agreed procedures for this and we adjust to the requirements of the receiving schools. If secondary schools contact us for information, we provide this as appropriate. The School encourages parents of children with SEND to visit potential secondary schools during Year 5 and to talk with their Learning Support teams to ensure that each child's needs will continue to be met. Some of those schools may require a report by an Educational Psychologist – this must be ascertained by talking with staff at each school.

To help parents when looking at secondary schools, there is a short guide – 'Notes for parents of children with additional needs, who are approaching secondary schools' – which is available from Learning Support, or from the School Office.

Diversity, Equality & Inclusion

The School is committed to providing diversity, equality and inclusion for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

A copy of this policy can be found on the school website:
<http://www.croftschool.co.uk>.

Other related documents

This policy should be read in conjunction with the following documents, all of which are available on the School website, see link above.

- The Diversity, Equality & Inclusion Policy
- Pupil Health & Medical Care Policy
- Accessibility Plan
- SEND Information Report

References

The SEND Code of Practice (January 2015). This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Local Offer: Framework and Guidance: <http://preview.tinyurl.com/otma4gj>

The SEND Regulations 2014:

<http://www.legislation.gov.uk/ukxi/2014/1530/contents/made>

Glossary

Differentiation: Differentiation means tailoring instruction to meet individual needs. Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

EHCP: Education, Health and Care Plan

EYFS: Early Years Foundation Stage – up to and including our Reception classes

LS: Learning Support at the Croft School

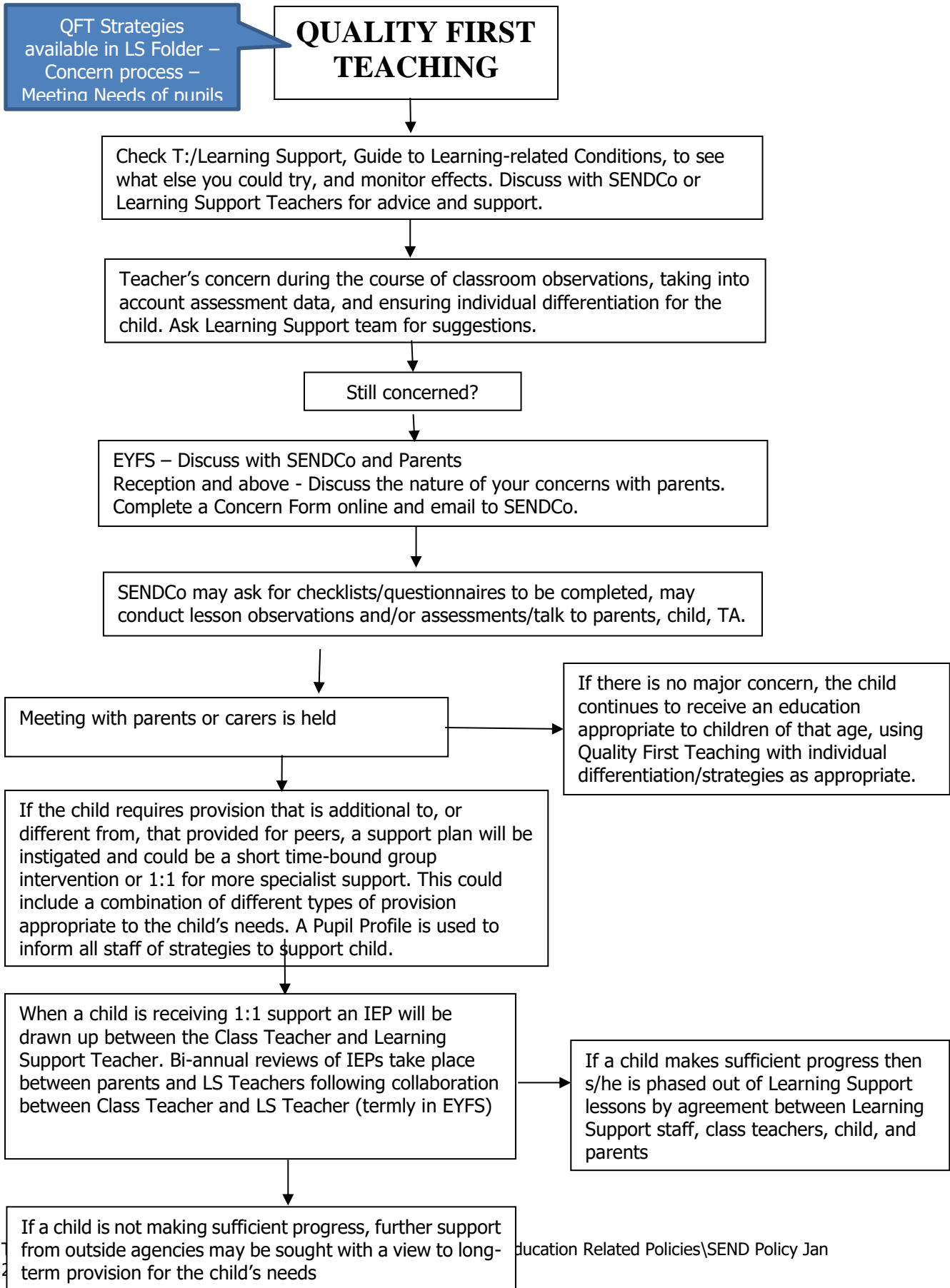
SEND: Special Educational Needs and/or Disability

SENDCo: Special Educational Needs and Disability Coordinator

Statement: Statement of Educational Need

Appendix 1: Procedure for supporting a child with SEND

The Croft Preparatory School Whole School Procedure for supporting a child with Special Educational Needs or Disability (SEND)



Appendix 2:

| The Croft Preparatory School – Whole School Provision Map | | | |
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| Area of Need | Universal | Targeted | Specialist |
| | Provision | Provision | Provision |
| Cognition and Learning | <p>Quality First Teaching with appropriate differentiation (including best SEND practice). Visual aids to support key vocabulary, concepts and themes. Access to homework support clubs in the Prep part of the school. Access to assessment for identification of significant needs. Dedicated and caring staff who value all children regardless of ability. Regular, active and creative use of ICT. Differentiated curriculum, delivery and outcome.</p> | <p>Blocks of 1:1 small group lessons that focus on a range of needs such as literacy, comprehension and spelling. Where needed, help from an external agency (e.g. Educational Psychologist). Teaching Assistant support in some lessons. Small Maths and English sets in Years 5 and 6. Small group interventions such as; Power of 2, Toe by Toe, 5 min box.</p> | <p>On-going tailor made 1:1 tuition led by a specialist teacher. Where needed, help from an external agency (e.g. Educational Psychologist). External agency advice where needed. Exam Access Arrangements Transition Support</p> |
| Communication and Interaction | <p>Quality First Teaching with appropriate differentiation (including best SEND practice). Visual aids to support key vocabulary, concepts and themes. Access to homework support clubs. Access to assessment for identification of significant needs.</p> | <p>Assessment and identification of language need and feedback to parents and staff. Small group sessions with specialist teacher/Teaching Assistant/ which can include; vocabulary, social use of language, inference and deduction and language building blocks. Skills assessment and results. Post-module feedback to student, parents and staff In-class Teaching Assistant support in some lessons. Year 6 Transition Group Lego Therapy</p> | <p>1:1 sessions with specialist staff in the school. Social Stories for support with specific individual communication/interaction needs Individual teaching assistant support in some mainstream lessons. On-going monitoring and regular feedback to parents and children (at least termly and including the Annual Review). Exam access arrangements.</p> |
| Emotional, Social and Mental Health | <p>Quality First Teaching with appropriate differentiation (including best SEND practice) Access to homework support clubs. Access to assessment for identification of significant needs. Whole school Reward System. Whole school policy for behaviour management with graduated response. Key Stage transition support. Anti-bullying policy. Peer supporters in the playgrounds. School Council. In-class Circle Time.</p> | <p>Year 6 transition support groups. Intervention groups (all years)- behaviour/social skills/self esteem/stress management/resilience. In-class support in some lessons. Pastoral mentoring Friends Intervention</p> | <p>1:1 mentoring. Outside agency input (e.g. Educational Psychologist, CAMHS) Flexible timetables. In-class support. Personal Support Plan Support from Health and Social Care team/ school nurse. Counselling</p> |
| Sensory and Physical | <p>Quality First Teaching with appropriate differentiation (including best SEN practice)</p> | <p>Medical Care Plans. 6 week NHS OT interventions in handwriting /fine motor. Access to Learning assistant support.</p> | <p>Personalised support plans. 1:1 Outside Agency support from Advisory Teachers. Individual handwriting /fine motor/keyboard skills training.</p> |

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| | <p>Visual aids to support key vocabulary, concepts and themes.</p> <p>School adheres to guidelines on physical access.</p> <p>Access to homework support clubs.</p> <p>Access to assessment for identification of significant needs.</p> <p>Dedicated and caring staff who value all children regardless of ability.</p> | | <p>Targeted TA support for complex medical needs, including practical support.</p> <p>Exam Access Arrangements.</p> |
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