Cranborne
Church of England
First School and Nursery
Love, Learn, Fly
Do Everything in Love 1 Corinthians 16:14

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SEND Policy

Rationale

'The purpose of education for all children is the same; the goals are the same. But help that individual children need in progressing towards them will be different. Whereas for some, the road they travel towards the goal is smooth and easy; for others it is fraught with obstacles.' (Warnock Report, 1.4)

At Cranborne First School and Nursery, governors, staff, parents and children work together to create a happy, caring, learning environment in which an individual child can learn to value excellence, achieve his/her full potential and discover for themselves a genuine delight in learning.

Inclusion is an ongoing process, culture, policy and practice to which we are committed. We believe all pupils are entitled to a broad and balanced curriculum and one that is differentiated to suit their individual needs. Many children will have particular learning needs at points in their school life. We monitor the progress of all children and intervene or provide additional support when we recognise a risk of underachievement.

Our SENDCo or Special Educational Needs and Disabilities Co-ordinator works closely with all the staff to ensure that the provision for all children, but particularly those with additional needs is personalised and appropriate.

Therefore, we can confidently state, that Cranborne First School is committed to:

- enabling all pupils to make progress in their learning;
- enabling all pupils to have access to the full curriculum;
- enabling all pupils to access the full range of activities offered by the School;
- enabling all pupils to have the opportunity to fully develop their academic abilities, physical skills, aesthetic and spiritual qualities and all other aspects of personality and character that go to make a well-balanced adult;
- ensuring all pupils enjoy their time at our school.

Cranborne First School's commitment specifically for SEN is to:

- identify needs early, so that professionals can intervene quickly, minimising gaps as early as possible;
- have high expectations and aspirations for what pupils with SEN can achieve;
- focus on the outcomes that children and families want to achieve;
- respond to the views and participation of children and their parents; support families throughout the system with processes and procedures that are engaging, accessible, easy to understand, structured, transparent and comprehensive.

The Special Educational Needs Code of Practice offers guidance designed to help schools make provision for pupils with special educational needs. The following pages set out the model of Assessment and Provision that Cranborne First School will provide in line with the new Code of Practice.

Identification

At Cranborne First School we monitor the progress of all pupils to identify those at risk of underachievement. The SENDCo uses the school's tracking system and comparative national data and expectations to monitor the level and rate of progress for identified children.

We use a wide range of tools to determine special educational needs including:

- Standardised tests
- Parent information
- Professional discussions
- Medical information

The new Code of Practice identifies SEN under four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. 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, whilst also recognising a child may fall into more than one category.

In some cases, pupil progress may be affected by other factors which are not SEN, for instance:

- Attendance and punctuality
- Health and welfare
- English as an additional language
- In receipt of Pupil Premium
- A Child in Care
- Service child
- Behaviour where there is no underlying SEN
- Adverse Childhood Experiences (ACES)

At Cranborne First we recognise that not all children with SEND will necessarily cause concerns academically and we will have the same high expectations and hopes for all children.

In the new Code of Practice there are two types of provision for need:

- School Support
- Education, Health & Care Plans

The majority of children will have their needs met at School Support.

Staff Responsibilities

If a child is identified as needing extra support, Cranborne First School will seek to remove barriers to learning and put effective provision in place. This support would initially be a modified curriculum and in-class support by the class teacher and the TA. The SENDCo with the class teacher will then put further provision in place by placing the child on the Special Educational Need register. This support will take the form of a four-part cycle of assess, plan, do and review with a growing understanding of the pupil's needs and of what supports the child needs to make good progress and secure good outcomes. This is known as the graduated approach. The school will also provide the child with additional support for English or maths outside of class. The school may also request support from other agencies to support a pupil's needs and to raise progress.

Links with Outside Agencies

Outside agencies that may be consulted by Cranborne First School include the SEN Specialist Teacher, Social Care, the School Health Service, Educational Psychologist Service, Hearing and Visually Impaired Service, Speech and Language Service, Poole Hospital Child Development Unit and any other service that may prove useful in supporting staff and pupils. Parents are consulted before the involvement of any outside agency. Parents are kept fully informed about the advice provided by such agencies.

The consultation with these outside agencies is intended to ensure:

- early and accurate identification and assessment of special educational needs so that the child's requirements are provided;
- continuing social and academic progress of children with special educational needs;
- personal and academic targets are set and met effectively;
- consideration is given to the most appropriate form of evaluation and planning to meet the special educational needs of individuals – e.g. Person-Centred Reviews.

If a child has been identified as having a special educational need, Cranborne First School will keep a record of this to inform internal provision.

Links with Other Schools

Cranborne First School makes every effort to contact the Head Teachers/SENDCo in a pupil's future school and to send on relevant assessment information. Good links are maintained with the local Middle School. In these cases, the relevant staff meet to discuss the needs of pupils transferring with SEN and our full assessment records are made available to the new school in order to encourage continuity. When a pupil leaves the area, the records and progress plans are transferred to the new school, with a contact name/number if further discussions/information is needed. Similarly, when a new pupil joins the School every effort is made to contact their previous school, and to obtain details of any arrangements/assessments they made to meet their Special Need, if appropriate. This avoids unnecessary repetition/bureaucracy and potential anxiety on the pupil and parents.

Role of the Governors

The SEN Link Governor representing the Governing Board liaises with the School staff.

Governors have a duty to report to parents annually on the policy for children with special educational needs. The SEN Link Governor's responsibilities are:

- To help raise awareness of SEN issues at Governing Board meetings and giving up-to-date information on SEN provision within the School;
- To assist in the regular review of SEN provision:
- To be familiar with the statutory elements of this policy and how they are implemented;
- To understand changes in law associated with the delivery of SEN within the School

Complaints

The School welcomes parents' comments and suggestions; parents/carers can make an appointment to speak to any member of staff including the SENDCo throughout the year for any

reason. If parents/carers have concerns or complaints about staff supporting their child with special educational needs there is a procedure to follow:

- parents will initially discuss their concerns with the class teacher. The teacher or parent may request that the SENDCo attends this meeting;
- if necessary, a formal meeting between the parents, the SENDCo and/or the Headteacher will be arranged if the initial meetings have not solved the problem;
- thereafter the normal complaints procedures will be followed.

Finally:

At Cranborne First School, governors, staff, parents and children work together to strive to create a happy, caring, learning environment in which an individual child can learn to value excellence, achieve his/her full potential and discover for themselves a genuine delight in learning.

Policy Review Date: ***September 2027***