



# CROSFIELDS SCHOOL

## Special Education Needs and Disabilities (SEND) POLICY

**Person Responsible:** Head; SENCOs

**Reviewed:** May 2022

**Next Review Due:** February 2023

### **Reference Documents/Websites:**

Admissions Policy  
English as an Additional Language Educational Provision and Welfare Policy  
Curriculum Policy  
Teaching and Learning Policy  
Equal Opportunities Policy  
Equalities Act 2010  
Code of Practice for working with children with SENDA, 2014  
SEND Code 2015  
Children and Families Act 2014

It is estimated that, at some point during their time at school, some 20% of children will experience a learning difficulty or be identified with a Special Educational Need. In September 1994 the *Code of Practice on the Identification and Assessment of Special Educational Needs* came into effect. A revised Code of Practice came into operation in 2002 with a further new Code of Practice for working with children with Special Educational Needs and Disabilities (SENDA) coming into force on 1<sup>st</sup> September 2014.

### **Definitions**

Children have special educational needs if they have a **learning difficulty** which calls for special educational provision to be made for them which is **additional to or different from**, mainstream provision. Children have a learning difficulty if:

- They have a significantly greater difficulty in learning than the majority of children the same age, or
- Have a disability preventing/hindering them from making use of educational facilities of a kind generally provided for children of the same age.

Special educational provision is

**“Educational provision that is additional to, or otherwise different from, the educational provision made generally for children of their age.”**

“Booster” groups are considered to be part of our normal teaching programme.

### **Objective of the SEND policy**

- To identify and assess pupils’ needs as thoroughly and early as possible
- To provide for those needs as far as is appropriate and reasonable within the framework of our school through the use of audit, planning, monitoring and review.
- To do our best to enable each child to become an independent learner through SEND Support, as appropriate.
- To assist parents in securing alternative schooling should the special educational needs provision at Crosfields be inappropriate.

### Learning Empowerment Team (LET)

The SENCOs oversee the implementation of the school's SEND policy and are the nominated budget holders for the Learning Empowerment Department.

Mrs Ianthe King Taylor	SENCO (Senior School)	BA (Hons). PGCE. MA. PGCert SpLD.	Full time
Mrs Annemarie Higgins	SENCO (Junior School)	BEd (Hons). MSc (School Management) MSc (Learning & Teaching) Level 5 Dip SpLD, PAPAA	Full time
Mrs Naomi Adams	Specialist Teacher Pre-Prep (Nursery-Y2)	BA (Hons). QTS. Level 5 SpLD.	Part-time
Ms Nicola Taylor	Specialist Teacher Juniors-Seniors (Years 3-8)	BA. PGCE. Level 5 SpLD.	Part-time
Ms Sara Bunce	Teaching Assistant (Y3-6)	NNEB.	Part-time
Miss Claire Colam	Specialist Teacher (Y5-8)	BSc (Hons). Level 5 SpLD.	Full Time
Mrs Ali Saunders	Teaching Assistant (Juniors)	MEd (Inclusion & Diversity). Level 5 SpLD.	Full Time
Mrs Ros Stone	Teaching Assistant (Juniors)	NNEB. Level 3 SpLD.	Part time
Mrs Sarah Wavell	Teaching Assistant (Juniors)	NNEB. Level 3 (SEN Provision). NVQ 3 (Childcare Education). Level 5 (Health & Social Care for Young People's Services)	Part-time

## Identification and Assessment

### Admission

Children are admitted to Crosfields following registration and where possible a taster day/assessment that is tailored to the age of the prospective pupil. Should any concern be observed at the time of this orientation/assessment it is discussed with the child's parents prior to any offer of a place being made.

Crosfields sometimes admits children who have already been identified as having Special Educational Needs and Disabilities where the school feels it can provide the support and facilities such children might require and meet the child's needs. Full details of children's needs must be provided by their parents. Details of the support available at Crosfields to meet these needs is provided to the applicant's parents. Pupils with local authority Education, Health and Care Plans (EHCPs) are considered on a case-by-case basis. They may be admitted to the school, subject to the school being able to provide sufficiently for their needs as detailed on the ECHP. Having a special educational need or an EHCP is no barrier to entry so long as a child's needs can be met from the resources available.

All children at Crosfields follow a mainstream education which provides a broad and balanced curriculum. Should it be felt that the school cannot appropriately provide for the specific individual needs of a child (after reasonable adjustments have been made) within this, a place will not be offered. Should a previously identified SENDA need not be notified to the school by a child's parents the school reserves the right to withdraw the offer of a place.

### Provision

We recognise that children are individuals who develop in their own ways and at their own pace. Special educational provision is educational or training provision that is **additional or different from** that made generally for others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality teaching.

Crosfields follows a graduated approach designed to help children towards becoming independent learning.

### Concerns Raised

- Concerns are communicated via the class teacher to a member of the LET either through day-to-day contact or through regular pastoral and staff meetings. These concerns will be discussed with the SENCOs

- Internal screening will occur as part of the school's normal testing procedure to enable progress to be monitored.
- Parents will be informed at this stage if the need has been judged to require increased interventions and from this point records will be kept of communications and discussions that take place.

Copies of these discussions are filed under the GDPR with:

- Nursery & Reception: Kerry Stone
- Pre-Prep: Naomi Adams
- Junior School: Annemarie Higgins & Nicola Taylor
- Senior School: Ianthe King-Taylor, Claire Colam & Nicola Taylor\_

### **SEND Support**

- A graduated response is followed (summary in Appendix 1).
- After usual classroom support and differentiated interventions have been put in place, whether a child is identified as having a Special Educational Need or not, the class teacher (Nursery to Year 5) or English teacher (Years 6–8) will devise interventions in consultation with the appropriate Learning Empowerment Teacher. This will be provision that is additional to or different from that made generally for others of the same age, i.e. provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high-quality, personalised teaching.
- Appropriate measures for support may include differentiation within the class or withdrawal either individually or in a group. Only when one-to-one teaching commences is an individual program devised and agreed between school, pupil, and parents. Targets should be reviewed regularly by the class teacher and Learning Empowerment Teacher.
- The child's name will be entered on the School SEND Register (called the Learning Empowerment Register on iSAMS) when concerns have been responded to *and* intervention has been raised depending on the level of need and intervention required.
- Should a child's progress continue to cause concern additional action should be taken. In communication with parents, class teacher, Learning Empowerment Teacher and SENCOs more detailed assessments may be necessary and, where the need is becoming more complex in nature, referral to an outside agency, such as a Chartered Educational Psychologist, Specialist Teacher, Occupational or Speech & Language Therapist or Neuro-Psychologist may be recommended for advice and/or an assessment. For pupils in our Nursery, staff may request the involvement of the Wokingham Early Years Inclusion Advisor and it is expected that parents will give their consent for this. Following a recommendation, it is the responsibility of the child's parents to arrange this. The school holds an updated list of known and accredited specialists and agencies which can be given to parents for guidance if they choose but does not recommend specific external professionals as parents may choose their own.

- The class/subject teacher may be provided with extra advice and support by the agency as part of any report provided.
- Provision Plans will be devised by the appropriate Learning Support Teacher in consultation with the class/subject teacher when a child has been identified as needing individual targeted support from a specialist teacher.
- Provision Plans will be reviewed twice-yearly, normally in October /November and the following March/April.
- Parents will formally meet with a member of the Learning Empowerment Team twice a year to discuss the information on the Provision Plan, if necessary and review targets and set new ones. (This can be a face-to-face meeting or a zoom/Teams meeting). Discussion will be ongoing with the pupil and targets are set collaboratively and a pupil's comments and thoughts are included. Further meetings and discussions are always welcome outside of these times as required.
- A child will receive appropriate learning support within the resources of the school.
- A child's parents will be kept informed and records of communication and discussions maintained under the GDPR when appropriate
- Having followed the graduated approach above, and should there still be concern, it is likely to be necessary to consider whether the resources and curriculum at Crosfields are appropriate for a particular individual for them to thrive here educationally. Should it be necessary to recommend or insist upon alternative schooling, the individual's parents should be made aware of this from the earliest opportunity.

### **Access Arrangements**

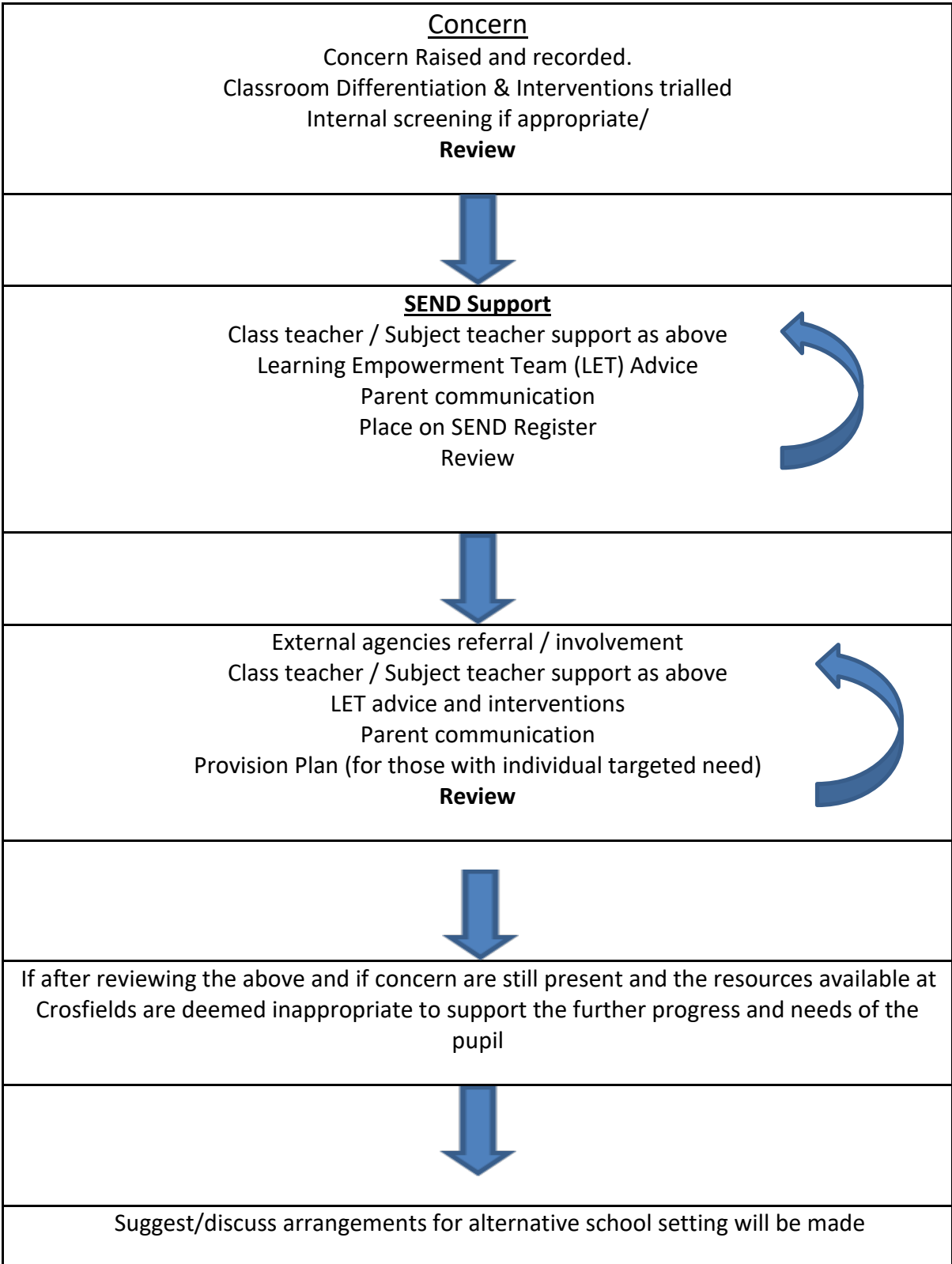
Identified children may be awarded a variety of Access Arrangements. Arrangements will be approved by the SENCOs following evidence and recommendations gathered from professional assessment reports or observed and monitored classroom need and from teacher evidence.

Arrangements are monitored and can be withdrawn at any stage if the pupil does not use nor benefit from the arrangement.

Professional reports should be not less than three years old at the time of the examination. In some cases, specialist school-based judgements and/or testing can be carried out to determine access arrangements.

This Policy also includes EYFS. Appendix 2 of this document gives an overview of Learning Support within the Pre-Prep department which includes EYFS.

**APPENDIX 1**



## APPENDIX 2

### Pre-Prep SEND Overview

The department follows the whole school SENDA Policy. A graduated response is devised.

In the Pre-prep department, all children are continuously assessed as part of normal classroom working. Any child who is identified as a cause for concern would have a Record of Concern form filled in by the Class Teacher in consultation with the Pre-prep Learning Empowerment Specialist Teacher and/or the Head of Pre-Prep. Parents are contacted to discuss such concerns and actions which will be taken to improve the difficulties.

The areas of concern could be one or more of the following:

- Literacy
- Numeracy
- Behavioural/Emotional
- Physical e.g. eyesight, hearing, motor control

Support is provided in small groups or individually by Nursery Nurses in Reception and Year 1. In addition to this in Year 2, a specialist part-time Learning Empowerment Teacher works with children individually, on a weekly basis, to support those with literacy and other difficulties. When age appropriate, school screening will be done as part of normal school procedure to monitor pupil progress. The length of time the support is given depends on progress, which is regularly reviewed by the support teacher and class teacher.

If a child is believed to need a further specialist assessment, this is discussed with the parents and where necessary, it will be suggested that the parents contact an appropriate outside agency e.g. Wokingham Early Years Inclusion Advisor, Educational Psychologist, GP, Speech and Language Therapist, or Specialist Optometrist for a formal assessment of highlighted difficulties.

Once such an assessment has taken place and a written report received a Provision Plan may be written in response, depending on recommendations. This will be done in consultation with the Class Teacher, Specialist Teacher, and Parents to provide a framework for that individual child's progress. This will be communicated to the SENCo. It is reviewed during the academic year normally in October and March/April (Y1 & Y2) depending on the year group and timing of reports received.



Children with individual plans will be on the school SEND register and their progress will continue to be monitored and reviewed, over time, in the Junior, Middle and Senior sections of the school, where they will continue to receive the appropriate support of the specialist staff in those departments.

When a child moves to the Junior School, a full consultation with all the appropriate staff takes place to ensure a smooth transition between departments.

Where a child is deemed to have a difficulty that cannot be appropriately supported with the resources available at Crosfields the situation will be discussed with the parents. It may be deemed that the child would be unable to cope with the increased pressures, academic and otherwise as they move into the Junior School and beyond. Therefore, the recommendation would be that it would be better for the child to attend a setting more appropriately suited to their particular needs.