

CROSFIELDS SCHOOL

Special Education Needs and Disabilities (SEND) Policy

<u>Policy Owner:</u>	Head of Learning Empowerment Team and Inclusion
<u>Approved by:</u>	Head
<u>Reviewed:</u>	11 March 2025
<u>Next Review Due:</u>	By March 2026

Contents

Reference Documents/Websites:	3
Definitions	3
Objective of the SEND policy	3
Safeguarding	4
Learning Empowerment Team (LET)	5
Identification and Assessment.....	5
Provision	6
Concerns Raised	6
SEND Support.....	6
Access Arrangements.....	8
Use of data and record keeping.....	8
Confidentiality.....	8
Monitoring and review	9
APPENDIX 1	10
APPENDIX 2	11

Reference Documents/Websites:

This policy has due regard to relevant legislation and policies including, but not limited to, the following:

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
Keeping Children Safe in Education 2024

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 and a further new Code of Practice for working with children with Special Educational Needs and Disabilities (SENDA) came into force on 1st 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.

Safeguarding

The school recognises that evidence shows pupils with SEND are at a greater risk of abuse and maltreatment, so will ensure that staff are aware that pupils with SEND:

- Have the potential to be disproportionately impacted by behaviours such as bullying.
- May face additional risks online, e.g. from online bullying, grooming and radicalisation.
- Are at greater risk of abuse, including child-on-child abuse, neglect, and sexual violence and harassment.
- The school recognises that there are additional barriers to recognising abuse and neglect in this group of pupils. These barriers include, but are not limited to:
 - Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the pupil's condition without further exploration.
 - These pupils being more prone to peer group isolation or bullying (including prejudice-based bullying) than other pupils.
 - The potential for pupils with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
 - Communication barriers and difficulties in managing or reporting these challenges.

The Head and governing board will ensure that the school's Child Protection and Safeguarding Policy reflects the fact that these additional barriers can exist when identifying abuse. When using physical intervention and reasonable force in response to risks presented by incidents involving pupils with SEND, staff will have due regard for the procedures outlined in the school's Physical Intervention Policy.

Care will be taken by all staff, particularly those who work closely with pupils with SEND, to notice any changes behaviour or mood, or any injuries, and these indicators will be investigated by the DSL in collaboration with the SENCO.

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)	Full-time
Mrs Annemarie Higgins	SENCO (Junior School)	Part-time
Mrs Naomi Adams	Specialist Teacher Pre-Prep	Part-time
Ms Nicola Taylor	Specialist Teacher Juniors-Seniors	Part-time
Miss Claire Colam	Specialist Teacher	Full-time
Mrs Abhi Rana	Higher Level Teaching Assistant	Full-time
Mrs Clare McIntyre	Higher Level Teaching Assistant, Animal Assisted Therapist	Part-Time
Ms Sara Bunce	Teaching Assistant	Part-time
Mrs Cassidy Bartholomew	Teaching Assistant	Part-time
Mrs Sarah Wavell	Teaching Assistant/ELSA	Part-time
Mrs Sian Ralph	Teaching Assistant/ELSA	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 EHCP. 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 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 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:

- Pre-Prep: Mrs Naomi Adams
- Junior School: Mrs Annemarie Higgins & Ms Nicola Taylor & Miss Claire Colam
- Senior School: Mrs Ianthe King-Taylor, Mrs Annemarie Higgins & Miss Claire Colam

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 SEN Register Report 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. This would be communicated through the use of Provision Map, A child may have a Pupil Passport detailing their needs and suitable strategies. Also recorded are any provisions made.
- 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 meet with a member of the Learning Empowerment Team 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 and the LET teachers are always available to meet with parents when concerns arise.
- 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.

Use of data and record keeping

All information about pupils will be kept in accordance with the school's Data Protection Policy.

The school's records will:

- Record details of additional or different provision made under SEND support, with accurate information to evidence the SEND support that has been provided over the pupil's time in the school, as well as its impact, e.g. through the use of provision maps.
- Include details of SEND, outcomes, action, agreed support, teaching strategies and the involvement of specialists, as part of its standard management information system to monitor the progress, behaviour and development of all pupils.
- Maintain an accurate and up-to-date register of the provision made for pupils with SEND.
- Be kept securely so that unauthorised persons do not have access to it, so far as reasonably practicable.
- The school keeps data on the levels and types of need within the school and makes this available to the ISI on Inspection.

Confidentiality

The school will not disclose any EHC plan without the consent of the pupil's parents, except for specified purposes or in the interests of the pupil, such as disclosure:

- To a SEND tribunal when parents appeal, and to the Secretary of State under the Education Act 1996.
- On the order of any court for any criminal proceedings.
- For the purposes of investigations of maladministration under the Local Government Act 1974.

- To enable any authority to perform duties arising from the Disabled Persons (Services, Consultation and Representation) Act 1986, or from the Children Act 1989 relating to safeguarding and promoting the welfare of children.
- To ISI teams as part of their inspections of schools
- To any person in connection with the pupil's application for students with disabilities allowance in advance of taking up a place in HE.
- To the Head (or equivalent position) of the setting at which the pupil is intending to start their next phase of education.

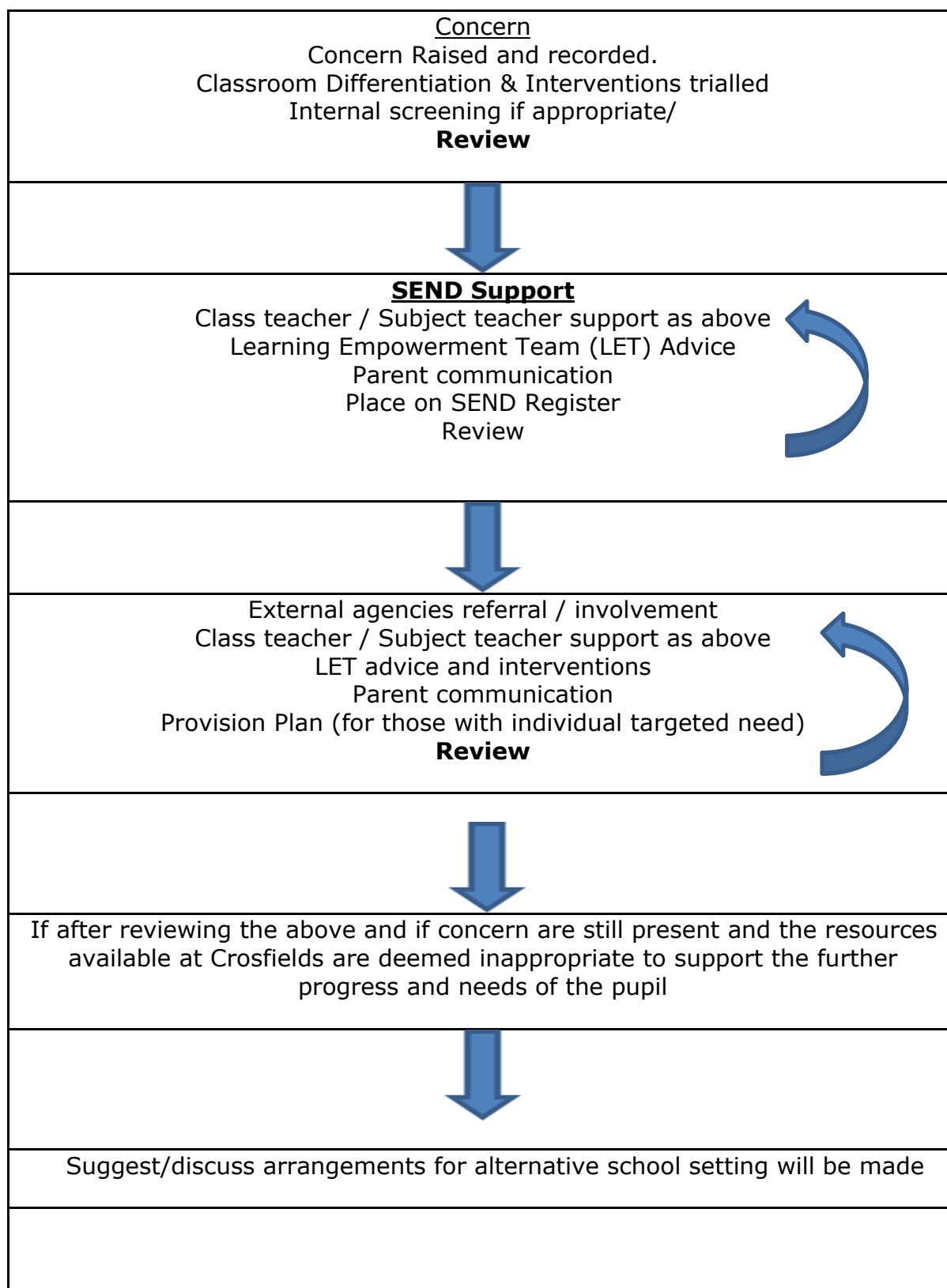
Monitoring and review

This policy is reviewed on an annual basis by the Head of Learning Empowerment in conjunction with the Head. Amendments to this policy will be communicated to all members of staff and updated on the Schools website.

All members of staff are required to familiarise themselves with this policy.

This policy will be reviewed annually.

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.