



Crawford Village
Primary School & Nursery

Small enough to care...big enough to
inspire

SEND Policy

SEND Policy

Our Vision

"All pupils will receive a full and enriching education, enabling them to achieve their full potential and are fully prepared for the next step in their journey."

Introduction

At Crawford Village Primary School we value the abilities and achievements of all our pupils. We believe that all children have the right to receive the highest quality of education and we are committed to providing the best environment for each and every child in our care so that they reach their full potential – emotionally, socially, physically and academically.

The staff at our school recognise the need for:

"teaching to be of a high quality, differentiated and personalised, to meet the needs of the majority of children and understand that some children need educational support that is additional or different to this " (SEN Code of Practice for 0-25).

As a school we aim to ensure that such provision is made for those who need it, and every teacher is responsible for ensuring that every child accesses this entitlement.

This policy has been developed with teachers, parents and governors and should be read alongside the school's SEN Information Report. It reflects the statutory framework for SEND and the school's duties towards pupils with SEN and disabilities.

Legislation and statutory guidance

This policy has regard to the Children and Families Act 2014; SEND Code of Practice: 0 to 25 years; Special Educational Needs and Disability Regulations 2014; Equality Act 2010; Education Act 1996; Keeping Children Safe in Education 2026; Working Together to Safeguard Children; Supporting Pupils at School with Medical Conditions; and the current statutory framework for the Early Years Foundation Stage.

The policy should also be read alongside the school's Child Protection and Safeguarding Policy, Accessibility Plan, Medicines Policy, Behavior Policy, Attendance Policy and Equality Policy.

The SENDCO at Crawford Village School is Mr R Brearley If you wish to contact Mr Brearley, please phone the school office (01695 622333 or email r.brearley@uphollandcrawfordvillage.lancs.sch.uk)

The SEND Governor is Mrs Richards

Aims (the longer view)

- To provide a system for the early identification and continuing development of children with Special Educational Needs & Disabilities.
- To raise the aspirations of and expectations for all pupils with SEND.
- To provide a focus on outcomes for pupils with SEND and not just hours of provision and support.
- To provide all staff with the knowledge, understanding and confidence to enable children with Special Educational Needs & Disabilities to achieve their full potential

Objectives (to do this we will ...)

- Identify, at the earliest opportunity, barriers to learning for pupils with SEND.
- Ensure that every child experiences success in their learning and achieves to the highest possible standard
- Work effectively with parents and/or carers and with relevant outside agencies to fully meet the needs of children with SEND.
- Involve children and parents and/or carers in the identification and review of the targets set for individual pupils.
- Work within the statutory guidance provided in the SEND Code of Practice: 0 to 25 years and other relevant legislation and guidance.
- Provide a Special Educational Needs Co-ordinator (SENDCO) who will be responsible for the operation of the SEND policy and co-ordination of specific provision made to support individual children with SEND.
- Ensure that all staff have access to appropriate training and advice to support quality teaching and learning for all pupils
- To work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to this document.

Role of the SENDCO

The SENDCO is responsible for the day-to-day operation of this policy and for coordinating provision for pupils with SEND. The SENDCO works with the headteacher and governing body to determine the strategic development of SEND provision within the school.

The SENDCO provides professional guidance to colleagues; liaises with parents and carers and relevant external professionals; oversees SEND records and the graduated approach; monitors the quality and impact of provision and interventions; supports transitions; contributes to staff training; and helps ensure that the school meets its statutory responsibilities.

The governing body and headteacher will ensure that the SENDCO has sufficient time, resources, administrative support and appropriate professional development to fulfil the role effectively.

A Graduated Approach to SEND at Crawford

All teachers are teachers of pupils with SEN. Class teachers remain responsible and accountable for the progress and development of every pupil in their class.

- All teachers are responsible and accountable for the process and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- High-quality teaching, appropriately adapted to meet individual needs, is the first step in responding to pupils who have or may have SEN.

At Crawford Village we have high expectations and ambitions for pupils with SEND. We place significant emphasis on the early identification of barriers to learning and participation. Identification draws on a range of evidence and does not rely on attainment alone. Evidence may include:

- Concerns raised by parents
- Concerns raised by teachers
- Liaison with previous school or pre-school setting
- Liaison with external agencies, for example speech and language therapists, occupational therapists
- Progress that is significantly slower than that of peers starting from the same baseline; does not match or better the pupil's previous rate of progress; does not close, or widens, attainment gaps; or concerns about wider developmental, communication, social, emotional, sensory or physical needs
- Use of standardised assessments within school
- Liaising with Educational Psychologists and/or specialist teachers

The progress of every child is carefully monitored through regular pupil progress meetings. Where a pupil is not making expected progress despite high-quality, appropriately adapted teaching, the class teacher will work with the SENDCO to identify barriers and agree a plan of action, which may include targeted intervention, and this will be shared with parents. At Crawford Village we call this stage 'First Response'. First Response is the school's own early-intervention stage and is not a statutory category of SEN. Where evidence indicates that a pupil has SEN, identification as requiring SEN Support will not be delayed.

Where a pupil continues to make less than expected progress despite additional support and high-quality, appropriately adapted teaching, or where assessment identifies SEND, the pupil may be identified as requiring SEN Support. An Individual Education Plan (IEP), Individual Behaviour Plan (IBP), Targeted Learning Plan (TLP) or a Pupil Profile, as appropriate, will set out agreed outcomes, provision and review arrangements. This will be discussed with the pupil and parent/carer and reviewed at least termly. External services or specialist teachers may be involved where appropriate.

Where, despite relevant and purposeful action to identify, assess and meet a pupil's needs, the pupil has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment. The local authority is responsible for deciding whether an EHC needs assessment is necessary in accordance with the Children and Families Act 2014 and SEND Code of Practice.

Where an EHC needs assessment is undertaken, information may be gathered from the pupil and parents/carers, school, SENDCO, health and social care professionals, educational psychology and other relevant specialists.

The local authority will decide, following the statutory process, whether it is necessary to issue an EHC plan. Parents/carers and young people have rights of appeal in relation to certain local authority decisions about EHC needs assessments and EHC plans. Information about these rights and independent advice is available through SENDIASS.

Further information about EHC plans is available through the school website and Lancashire SEND Local Offer.

<https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/getting-help/assessment-and-support/education-health-and-care-plans/>

Admissions

Pupils with special educational needs will be admitted to Crawford Village Primary School in line with the school's admissions policy. The school will use their induction meetings to work closely with parents and any outside agencies to ascertain whether a child has been identified as having special educational needs. If the school is alerted to the fact that a child may have a difficulty with learning we will ensure that all relevant information is collected in order to plan an appropriately adapted and accessible curriculum.

Catering for different kinds of SEND

Pupils with SEND will be admitted to Crawford Village Primary School in line with the school's admissions' policy. We can make provision for children with a range of needs, including:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

We take the advice of specialist teachers and other professionals to help us further support the children in our care.

Supporting SEND pupils at Crawford Village Primary School

The support provided consists of a four part process:

Assess, Plan, Do and Review

This is an ongoing cycle that enables provision to be refined and revised as understanding of the pupil's needs develops. The cycle supports the identification of approaches and interventions that are most effective in helping the pupil achieve good progress and outcomes.

Assess

This involves clearly analysing the pupils needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data as well as the views and experiences of the parents. The pupil's views and, where relevant, advice from external support agencies, will also be considered. The analysis will require regular review to ensure that support and intervention is matched to need and that barriers to learning are clearly identified and are being overcome.

Plan

Planning will involve the SENDCO, teacher and parents or carers, as appropriate, to agree the support and interventions that are required. All those working with the pupil, including support staff, will be informed of the pupil's individual needs. School IEPs (Individual Education Plans) are put in place for children on SEN support and parents are informed and targets shared. Parents are invited to termly meetings with the SENDCO and class teacher to discuss the progress of their child.

Do

The class teacher remains responsible for working with the child on a day-to-day basis, even where interventions may involve group work or one to one teaching away from the class teacher. The class teacher will work closely with support staff to assess the impact of the interventions and links with classroom teaching.

Review

Reviews of the child's progress will be made regularly. The review process will evaluate the impact of the interventions and support. It will also take into account the views of the pupil and where necessary their parents. The SENDCO and class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments in consultation with parents and pupils.

How Parents Are Involved

At Crawford Village we keep parents involved by having regular review meetings. This process will happen at least termly, involving staff, parents and the child. Children and parents of children who have an IEP will be asked for their point of view in target setting and provision.

Pupils and parents/carers will be asked for their views when an EHC needs assessment is requested and, where an EHC plan is in place, as part of the statutory annual review process. We endeavour to include pupils as fully as possible and encourage their meaningful participation in reviews.

Criteria for exiting Special Educational Provision

Where a pupil has made sustained progress and no longer requires special educational provision that is additional to or different from that normally available to pupils of the same age, parents/carers will be invited to review progress with the school. In consultation with the pupil and parents/carers, the school may decide that SEN Support is no longer required. Achieving age-related expectations is not, by itself, the criterion for remaining on or leaving SEN Support. The class teacher and SENDCO will continue to monitor progress closely.

Supporting Pupils With Medical Conditions

Crawford Village Primary School recognises that pupils 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. In all cases the SEND Code of Practice 2014 will be followed.

Where a pupil's medical condition requires an Individual Healthcare Plan, this will be developed in consultation with parents/carers, relevant healthcare professionals and the pupil where appropriate, and reviewed when needs change or at least annually. Relevant information will be shared with staff who need it to support the pupil safely. Further detail is set out in the school's Supporting Pupils with Medical Conditions Policy.

Where necessary and in agreement with parents/carers medicines are administered in school but only when a signed 'Medicine Consent Form' is in place to ensure the safety of both child and staff member.

All staff receive appropriate training to support pupils who have specific medical needs.

Looked After Children with SEND

A Looked after Child with SEND will be assigned to a designated member of staff who works closely with the SENCO to ensure all teachers in school understand the implications for those children who are looked after and have SEN.

Looked After Children with SEND are supported in the same way as all children in school with SEND through the Graduated Response, the Assess, Plan, Do, Review cycle. The process will start with a Short Note and following the identification of need an SEN Support Plan or EHCP to meet the requirements of the pupil and the addition of a PEP (Personal Education Plan).

When a child becomes looked after his/her social worker must ensure that the child's needs and the services to meet these are documented in the Care Plan. The Care Plan – of which the PEP is an integral part – is made before the child becomes looked after or in the case of an emergency placement within 10 working days. The PEP is a record of what needs to happen for looked after children to enable them to fulfil their potential and reflects any existing education plans, such as an EHCP, SEN Support Plan or Provision Mapping. The PEP should reflect the importance of a personalised approach to learning which secures good basic skills, stretches aspirations and builds life chances. The PEP is the joint responsibility of the local authority and the school.

Safeguarding Children with SEND

Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Staff at Crawford are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers.

Staff recognise that children with SEND face additional safeguarding challenges both online and offline. These barriers can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children 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 and cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

Staff can also recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online.

Any safeguarding concern involving a pupil with SEND must be acted on immediately in accordance with the school's Child Protection and Safeguarding Policy. Staff must report concerns to the Designated Safeguarding Lead (or a deputy). Close liaison between the DSL/deputy and SENDCO will support an appropriate response, including reasonable adjustments, communication support and additional pastoral support where required.

Attendance and SEND

The school recognises that some pupils with SEND may experience additional barriers to attendance. The school will work in partnership with pupils, parents/carers and relevant professionals to understand and address these barriers, while maintaining high expectations for attendance.

Where appropriate, reasonable adjustments and individual support will be considered so that pupils with SEND can access education safely and successfully. Attendance concerns will be considered alongside the pupil's needs and the school's safeguarding responsibilities, in line with the school Attendance Policy and statutory attendance guidance.

Transition arrangements

Transition into and within school

We understand how difficult it is for children and parents as they move into a new class or a new school and we will do what we can, according to the individual needs of the child, to make transitions between classes - including from nursery school - as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher and SENDCO when appropriate.
- Additional visit to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet or social story.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to High School

The secondary school SENDCO is invited to Annual Reviews and other review meetings.

There is a yearly transition meeting between Secondary school SENDCOs, the Class Three Staff and SENDCO. All relevant paperwork is shared with Secondary Schools upon the completion of a pupils transition. Additional transition arrangements may be made at these reviews e.g., extra visits, travel training etc.

Governors

The Governing Body has identified a governor (Mrs Mary Wilson) to have oversight of SEND provision. The governing body will ensure that the school fulfils its statutory duties towards pupils with SEN and disabilities and will provide appropriate support and challenge to leaders regarding the quality and impact of SEND provision. Governors will receive information about identification, provision, outcomes, staff development, accessibility and the use of resources, while maintaining pupil confidentiality. The governing body will also ensure that the SENDCO is appropriately supported and that the SEND Policy and SEN Information Report are reviewed in line with statutory requirements.

Storing and managing information.

Information collected about a pupil's SEN is confidential and will only be communicated to involved persons with the knowledge and agreement of the pupils' parents, the headteacher or the SENDCO, unless the school has safeguarding concerns.

Confidential information regarding a pupil's SEND is recorded in the pupil's SEND file. This is kept on the school's one-drive. Any paper copies are kept in a locked cabinet.

Complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the school's complaints policy and procedure. If you wish to make a complaint regarding your child's support within school please contact the SENDCO in the first instance.

Parents who wish for external support should contact the SEND Information Advice and Support Service (SENDIASS) for impartial assistance. Contact details are as follows: telephone 03001236706 (Monday – Friday 9 a.m. to 5 p.m.) or email information.lineteam@lancashire.gov.uk

Equality, Disability and Reasonable Adjustments

The school is committed to equality of opportunity and to eliminating discrimination, harassment and victimisation. Under the Equality Act 2010, the school will not discriminate against disabled pupils and will make reasonable adjustments, including the provision of auxiliary aids and services where appropriate, to avoid substantial disadvantage. The school promotes self-respect, mutual respect and an inclusive, non-judgmental culture. Further information is contained in the school's Policy and Accessibility Plan.

SEND Information Report

Further information about how SEND provision is implemented at Crawford Village Primary School is published in the school's SEN Information Report. The report is reviewed at least annually and should be read alongside this policy and Lancashire's Local Offer.

Lancashire Local Offer

The purpose of the Local Offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25 across education, health and social care. The Lancashire Local Offer is available through the Lancashire County Council website.

Reviewed

May 2015	Mary Wilson (SENDSCO)
May 2016	Mary Wilson (SENDSCO)
May 2017	Gillian Wilton (Headteacher)
February 2018	Mary Wilson (SENDSCO) & Debra Eaton (Headteacher)
February 2019	Debra Eaton (Headteacher)
February 2020	Mary Wilson (SENDSCO) & Debra Eaton (Headteacher)
September 2021	Bridget Mashiter (SENDSCO) & Debra Eaton (Headteacher)
January 2022	Debra Eaton (Headteacher)
June 2022	Robert Brearley (SENDSCO)
October 2022	Robert Brearley (SENDSCO)
November 2023	Robert Brearley (SENDSCO)
November 2024	Robert Brearley (SENDSCO)
July 2025	Robert Brearley (SENDSCO)
September 2026	Robert Brearley (SENDSCO)