



Crofton Infants School

SEN Policy and Information Report

At Crofton Infants' School we encourage all individuals, no matter what their ability, to feel equally valued and achieve their full potential, preparing them for adult life.

We acknowledge current legislation and recognise that a percentage of our children may have a special need related to their academic progress, emotional or behavioural difficulties, sensory impairments or physical disabilities. All children with SEND will have their needs met and be a part of our fully inclusive school.

As an inclusive school, children with SEN are offered full access to a broad, balanced and relevant education, including the National Curriculum.

The views of parents and children with Special Educational Needs are sought and their views taken into account

The purpose of this report is to answer questions parents may have regarding SEN in our school.

Should you have any further questions or would like to discuss the needs of your child then please contact the SENCo:

Mrs Ann Chinn

achinn@watertonacademytrust.org

Telephone: 01924 864711

Our goals:

- To work within the guidance provide in the SEND Code of Practice, 2014
- To provide inclusive quality first teaching for all pupils.
- To ensure that transition between Nursery, Early Years Foundation Stage, Key Stage One and on to Junior School is smooth and that a child's individual needs are planned for appropriately.
- To identify, target and meet children's individual needs.
- To ensure provision is made for identified children to enable them to access the full school curriculum, including the EARLY YEARS FOUNDATION STAGE PROFILE and National Curriculum.
- To differentiate tasks in any area where a child's needs are assessed as different from and/or additional to those of their peers.
- To encourage parents to be involved in all aspects of their child's education.

- To access appropriate outside expertise to more closely meet a child's individual needs.
- To continually enhance staff knowledge and skills through a planned programme of continuing professional development (CPD) resulting in staff being reflective and effective practitioners.
- To make rapid progress enabling any gaps in learning to be closed and to sustain this progress.
- To continue to provide a Special Educational Needs Coordinator who will work with the SEN Inclusion Policy.

What is a special educational need?

As stated in the Special Education Needs Code of Practice 2014 "A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."

"A child of compulsory school age or a young person has a learning difficulty or disability if he or she: has a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions."

Children have special educational needs if they have a learning difficulty which calls for special educational provision to be made for them.

Children have a learning difficulty if they:

- *have a significantly greater difficulty in learning than the majority of children of the same age; or*
- *have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local education authority*
- *are under compulsory school age and fall within the definition at (a) or (b) above or would so do if special educational provision was not made for them.*

SEN Code of Practice 1:3

What is a disability?

The Equality Act 2010 states that a person has a disability *if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.*

A *physical or mental impairment* includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

[Further information Accessibility Plan](#)

Who has responsibility for SEN?

The designated person responsible for managing provision for children and young people with SEN is Mrs Ann Chinn (SENCo).

The Role of the Special Educational Needs Co-ordinator:

- To oversee the day- to-day operation of the school's SEND policy;
- To encourage inclusion in the school;
- To assist classroom teachers in the identification and evaluation of children with learning difficulties;
- To ensure that additional targeted support is mapped to and provided for pupils who need it through Provision Mapping;
- To oversee the school's SEND records;
- To work with teaching staff, parents and pupils to write Individual Learner Profiles and/or Support to Learn Plans
- To coordinate writing and reviewing of 'My Support Plans' and 'Educational Health and Care plans' for children where these are needed.
- To ensure that these Individual Learner Profiles are reviewed at least annually with the parents (and child if appropriate) and that Support to Learn plans are reviewed at least three times a year where they are needed.
- To attend/hold review meetings of SEN pupils where appropriate, including those pupils with an Education and Health Care Plan.
- To be responsible for the existing SEND resources and the purchase of new materials;
- To keep the head teacher fully informed of all matters relating to special needs and disabilities provision;
- Co-ordinating the activities of external agencies;
- To work with parents/carers, keeping them up to date with the progress of their child and any support activities that have been undertaken;
- To extend own knowledge and expertise in Special Needs and Disabilities and organise INSET for all staff;
- To liaise with other Special Needs Co-ordinators, for example at Crofton Junior School;
- To meet with other SENCOs in the Local Authority ;
- To meet with the SEN Governor to discuss SEND provision.

The Role of the Head teacher and Deputy Headteacher:

- To monitor the management of SEN across school, ensuring that the SENCo is provided with the following;
 - Time to complete SEN duties;
 - CPD based on the development needs of the SENCo, teaching and support staff
 - Guidance and support.

The Role of Class Teachers:

- To provide quality first teaching that is differentiated for individual pupils in order to meet any SEN;
- To encourage inclusion in the classroom;
- To work closely with the child, parents/guardians, support staff and SENCo;
- To work with the SENCo to write Individual Learner Profiles and/or Support to Learn Plans and provide information for Education, Health and care plans where appropriate.
- To ensure that these Individual Learner Profiles are reviewed at least annually with the parents (and child if appropriate) and that Support to Learn plans are reviewed at least three times a year where they are needed.
- To assist the SENCo in completing My Support Plan documents for those children in their class
- To plan realistic targets for the children's and carefully monitor any progress;
- To ensure that the support staff are clear about the tasks they are to undertake;
- To meet with specialists, eg the Psychologist, the Learning Support Service etc, where necessary;
- To review the child's progress at half-termly or termly intervals with the support staff and SENCo;

The Role of Support Staff:

- To promote independent learning;
- To encourage the inclusion of pupils in the school environment;
- To support a small group of children within the classroom, or another educational environment;
- To work with a single child who has severe learning difficulties and/or disabilities whilst fostering independence;
- To work with the class teacher in the planning of work;
- To contribute towards reviewing a child's progress including annual reviews or other review meetings;
- To work with a group in class who may not have special needs and/or disabilities, enabling the teacher to work with SEND children;
- To support generally around the class;
- To work with a more able group.
- To undertake specific training to meet the needs of individual pupils

The Role of the Governing Body:

- To ensure that the necessary provision is made for any child who has SEND.
- To ensure that, where the Headteacher or governors have been informed by the LA that a pupil has SEND, that those needs are made known to the class teacher.
- To ensure that the teachers in the school are aware of the need to identify and provide for pupils with SEND.
- To ensure that the education of SEND pupils is integrated with those of other pupils, so far as is reasonably practical.
- To report annually to parents on the school's policy for children with SEND.

- To have regard to the Code of Practice when carrying out their duties towards all children with SEND.

The role of Parents:

- To have and share a positive attitude towards learning;
- To listen to their child read regularly;
- To support their child to complete homework on time;
- To contact the class teacher/SENCo if they have any concerns about their child's development;
- To attend at least termly progress meetings
- To complete necessary SEND paperwork to help support the development of their child;
- To be involved in discussions with any outside agency support that may be involved with their child.

The role of Pupils:

- To have a can do attitude;
- To try their best;
- To ask for help when they need it but also develop skills to help themselves become unstuck;
- To be kind and supportive towards friends;
- To keep work neat and tidy;
- To hand homework in on time;
- To contribute towards individual learning plans.
- To attend any meetings that are about their learning journey. (Where possible)

Professional services who may support children:

- Wakefield Inclusion and SEND Support Service (WISENDSS);
- Special Educational Needs Support Service (SENSS);
- Educational Psychology Service;
- Future in Mind (CAMHs);
- Speech and Language Therapy;
- School Educational Welfare Officer;
- Children's First Hub
- Behaviour Support Team;
- Social Services;
- Service for Deaf and Hearing Impaired Children;
- Service for Blind and Visually Impaired Children;
- Occupational Therapy;

What are the SEND areas of need?

In accordance with the SEND Code of Practice 2014, four broad categories of need are identified:

- Communication and interaction - this includes children with speech and language delay, impairments or disorders, specific learning difficulties such as dyslexia, dyscalculia, dysgraphia, hearing impairment, and those who demonstrate features within the autistic spectrum
- Cognition and learning - this includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia, dysgraphia or dyspraxia
- Social, emotional and mental health - this includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration
- Sensory and/or physical needs - this includes children with sensory, multisensory and physical needs

What should I do if I think my child has special needs or disability?

If you are concerned that your child has special needs, then you should initially make an appointment to meet with their class teacher. They will be able to discuss your concerns and will involve the SENCo if further investigation is needed or to discuss specific interventions that could offer support to your child. Equally, if a teacher has concerns about a child, you will be invited in to discuss this.

How do we identify SEND?

We identify the needs of pupils by considering the needs of the whole child which will include not just the special educational needs of the child or young person.

Class teachers and subject leaders, supported by the senior leadership team, will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap between the child and their peers

- shows a decline in self help, social or personal skills or behaviour

What evidence do we use?

- liaison with nursery school or previous school before joining Crofton Infant School.
- Parental views and concerns
- Assessments
- liaison and open communication with outside agencies before joining and during your child's time at Crofton Infant School. (For example : medical services including health visitors, paediatric nurses and/or paediatricians, nurses, child psychiatrists, GPs, physiotherapists, speech and language therapists, and occupational therapists.)
- Monitoring of class work and progress
- Concerns raised by teacher for example when behaviour or self-esteem is affecting performance
- Local Authority EHC Plans

How do we monitor pupils with SEND?

At Crofton Infant School all pupils receive good quality personalised teaching and adjustments or interventions where necessary.

All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. As recent research shows additional intervention and support cannot compensate for a lack of good quality teaching.

At Crofton Infant School we regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered. Teachers are closely supported in this process by the SENCO.

When deciding which children need special educational provision we involve the teacher and SENCO and consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.

Pupils working at levels well below age related expectations will be tracked using Wakefield Progression Steps or B Squared. These are assessment tools that break down learning objectives into small steps. This allows us to identify gaps in learning which informs planning and to celebrate progress made.

For higher levels of need we draw on more specialised assessments from external agencies and professionals.

We use the SEND code of practice criteria when making a decision to place a pupil on the SEN register using the ASSESS – PLAN - DO – REVIEW cycle.

Parents, families, and children are at the heart of this process and will be involved at all stages.

What happens if my child goes on the Special Needs Register?

If a child is identified as having a Special Educational Need, the following process will occur:

The class teacher and/or SENCo will inform parents at the earliest opportunity to alert them to concerns and enlist their active help and participation. These pupils will have an individual **Learner Profile** and/or a **Supporting me to Learn plan** which will identify individual targets and strategies along with additional guidance given by professionals working with school. They will be agreed between the teacher, SENCo, parents/carers and the pupil and will be reviewed regularly.

Should a pupil make little or no progress over an extended period of time and any interventions put in place for SEND support have had little or no impact, a **My Support Plan** may be needed. This brings together all the information about the child's additional needs available from the child, their family, the school, medical and social care professionals and others as needed. It will review strengths, achievements and needs. There will be a description of what is currently supporting the child, the aspirations and plans for the future and agreed outcomes and actions by those involved. It will be regularly reviewed and updated

If, after advice from the Educational Psychologist and/or other professionals, the school and parents consider that help is needed from outside the school's resources, the SENCO will request Statutory Assessment to be considered by the Authority. The 'My Support Plan' and the supporting documentation are forwarded to the Special Education Needs Assessment & review team (SENART), who with the SEN Panel will decide whether to proceed with Statutory Assessment leading to an **Education Health and Care Plan**.

The pupil and their parents will be involved throughout the entire process.

What support will be available for my child?

At Crofton Infant School, we aim for all children to benefit from 'Quality First Teaching'. This is the daily teaching that is delivered by the class teacher. Children's needs are met through carefully differentiated tasks and a range of teaching methods along with the use of practical equipment and visual prompts.

Children with SEND will be taught in line with advice from professionals whether that be by providing different resources, planning or through additional support by an adult in class. They will work towards targets from their Supporting me to learn plans in addition to accessing whole class learning in line with their needs.

If appropriate, children may have access to additional small group activities for short periods of time alongside other children with similar needs. Although the group may be run by a support assistant, the class teacher is responsible for monitoring and assessing progress.

If a child is in receipt of an EHCP, they may have additional support on an individual basis to allow them access to individual learning plans or extra interventions as recommended by professionals in line with their long term outcomes.

Additional interventions may be run either on an individual basis or in a small group. These will often be as a result of recommendations from professional advisory teachers or to support long term MSP or EHCP outcomes. Examples of the types of extra provision that is available to pupils is listed below. Interventions will be run according to pupil need and staffing resources.

Interventions to support speech, language and communication:

- Social interaction groups
- Lego Therapy
- Music Interaction
- Time to Talk
- Socially Speaking
- Wellcomm
- Individual Speech and Language programmes
- Colour Semantics
- Black Sheep resources
- BLAST
- Makaton

Interventions to support social, emotional and mental health:

- Emotional Literacy support (ELSA)
- Emotions/feelings work

Resources to support learning:

- Rainbow words
- Jelly and Bean
- Numicon
- Phonics catch up programme
- Reading Language Intervention (RLI)
- Read, Write inc

Interventions to support physical difficulties, fine and gross motor skills:

- Fit to Learn
- It's in the Bag
- Sensory integration programme
- Teoderescu handwriting
- First steps to writing
- Rhythm and Write
- Dough Disco
- Sensory Circuit

What happens if my child makes good progress?

For the majority of children, actions taken using this graduated approach often mean that they begin to make expected levels of progress. If this is the case, then school, following discussions, decide that he/she no longer needs any additional support because they are making good progress. If this is the case, then they may be taken off SEN register. Parents will be fully involved in this decision. The child will therefore continue to receive high quality teaching that is differentiated and personalised within the classroom setting.

Will my child receive support with transition?

The school has strong links with Crofton Junior School to ensure a smooth transition period for pupils with Special Educational Needs moving between schools. An additional transition programme is in place where vulnerable pupils make visits to their the Junior school prior to full admission the following academic year and where Junior School staff will visit children in the summer term of Year 2 prior to moving up to KS2. Learner Profiles/Supporting Me to Learn Plans are shared in the summer term. Summer term transition meetings are arranged for those pupils on MSP or EHC plans where parents get the opportunity to meet Junior School staff and ask any questions they may have about meeting the needs of their child.

In addition, the SENCo will liaise with and visit pupils from different schools or nurseries prior to starting at Crofton Infant School.

Pupil passports with important information and photographs will be made for children who would benefit from accessing this information over the summer holidays.

Similarly, vulnerable pupils will receive extra transition support when moving between classes/years whilst at Crofton Infant School.

How will my child be supported with any medical conditions?

At Crofton Infant School, we recognise that our pupils 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. Some may also have Special Educational Needs (SEN) or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision. The SEND Code of Practice (2014) is then followed.

How is the school building and learning environment adapted to meet my child's SEND?

The school is a single storey building with two sets of stairs internally which lead to an office and staffroom. There is a ramp up to the school entrance and easy access through the nursery entrance. In the main corridor there is also a child's disabled toilet within the children's toilets. We have a disabled parking available in the staff car park if requested. All reasonable adjustments would be made for a child with additional accessibility requirements should it be necessary

The school has made the following adaptations to the learning environment but if a child was thought to need something different then this would be considered:

- Each classroom is equipped with ICT, including an interactive whiteboard, visualiser and Ipad.
- Some small group areas are available in shared areas for group work
- Some pupils have individual workstations in the classroom.
- All classrooms display visual timetables.
- All classrooms are tidy, with easy access to all resources.
- All resources are clearly labelled to allow independent access

Will my child be included?

At Crofton Infant School, there are no barriers to pupils with SEN enjoying the same activities as other pupils in our school.

Our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in events such as school plays, special workshops and sports day. We ensure that we have sufficient adult support to allow children to take part at their level and that the activities are differentiated to ensure success. This may mean that we need to ask for support from parents to accompany visits or attend after school clubs so that the pupils are able to get the very best experiences.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Further information: [Equality Statement](#)

How will you support my child's social development and social needs?

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils with SEN are encouraged to be part of the school council
- We offer extra interventions to support with social interactions and building friendships
- Some pupils will benefit from additional support with recognising and managing their emotions
- Class teachers will discuss feelings and friendships in lessons
- We have a zero tolerance approach to bullying
- Adults support children with friendships at break and lunchtimes

Further information: [Anti-bullying Policy](#)

How do I apply for a place at Crofton Infant School?

Admission arrangements for children with Special Educational Needs are in line with LA guidelines.

Further Information: [Admissions Policy](#)

How do I make a complaint?

Where concerns arise, parents should make an appointment to see their child's class teacher and possibly the SENCo. If parents wish to take a complaint further, they should make an appointment to see the Headteacher.

Further information: [Complaints Policy](#)

Where can I find out more information?

The Local Authority Offer webpage offers a wealth of extra information and support for families of children with special educational needs and/or disabilities.

<https://wakefield.mylcaloffer.org/Home>

In addition, advice can be found from WESAIL who offer early support and advice to parents and carers of a child or a young person, who has, or may have Special Educational Needs and/or Disabilities (SEND) aged 0-25 years who are living within the Wakefield District.

[WESAIL](#)

Approved by: Headteacher, Deputy Headteacher, SENCo & Teaching Staff

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